PREFACE

The ACT National Center for the Advancement of Educational Practices (ACT National Center) was founded, in part, to collect, analyze, and disseminate information about crucial educational issues. Following ACT's tradition of service to educators, the ACT National Center offers conferences and publications of interest to the educational community.

This publication, "Adult Recruitment Practices," is an outgrowth of a national survey on that topic conducted by ACT in 1981. The first section of this publication is devoted to a summary report of findings from the survey.

The second section of this publication contains a collection of papers on topics pertaining to adult recruitment practices. These papers were written by administrators who are active in recruiting and serving the adult student population.

We sincerely appreciate the willingness of the survey respondents to share their hard work and creative thinking. Professionals who work with adults will benefit from their experience and generosity.

Patricia Spratt
Survey Director

Juliet Kaufmann
Editor

Lee Noel
Executive Director

TABLE OF CONTENTS

Adult Recruitment Practices: A Report of a National Survey 1
Patricia Spratt, Juliet Kaufmann, and Lee Noel
The ACT National Center for the Advancement of Educational Practices

Three Programs for Adults in Shopping Centers 65
John L. Wiley and Julie Rich
Prince George's Community College
Largo, Maryland

Northern State College Advertising Campaign 85
Myrle Hanson
Northern State College
Aberdeen, South Dakota

Educational Referral Services: A Brokering Systems for Adults 105
Miriam L. Freeman
The University of South Carolina
Columbia, South Carolina

Admissions Training at Coe College: Easing the Transition 123
Dot Hinman
Coe College
Cedar Rapids, Iowa

Going "On Location": The Business/Industrial Institute 131
Keri Thiessen
College of Lake County
Grayslake, Illinois

A Career Planning Workshop for Adults 137
Beryl J. Heidorn
Pace University
Pleasantville, New York

Program of Return to Advanced Learning (PORTAL) at Cedar Crest College 145
Christine L. Ward
Cedar Crest College
Allentown, Pennsylvania

The Role of Advisement in Recruitment and Retention of Adult Learners at Canisius College 163
Jerome L. Neuner
Canisuis College
Buffalo, New York

A Commitment to Adult Students: Two Northern Kentucky University Off-Campus Programs 177
Ralph L. Pearson
Northern Kentucky University
Highland Heights, Kentucky

Public Speaking as a Recruiting Tool 185
Joan Barry
The University of Wisconsin - Green Bay
Green Bay, Wisconsin

The Regional Access to Nursing Program 191
Carol D. Brown
Lewis University
Romeoville, Illinois

Reaching the Re-Entry Adult: A Model for Outreach and Service 221
Carol S. Layne
Jefferson Community College
Louisville, Kentucky

ADULT RECRUITMENT PRACTICES

A REPORT OF A NATIONAL SURVEY

by

Patricia Spratt, Juliet Kaufmann, and Lee Noel
ACT National Center for the Advancement of Educational Practices

INTRODUCTION

As more and more adults consider a return to the college campus, many postsecondary institutions find it beneficial to assign a person (or persons) from their staff to adult outreach/recruitment efforts. Although much initial recruitment is accomplished through media advertising (brochures, radio and TV spots, public service announcements, newspaper advertisements, and so forth), many colleges and universities take a second approach -- person-to-person contact. This approach helps to establish a link between the needs and priorities of adults and the offerings and services of the institution. For many adults, personal contact with a member of the administrative staff or the faculty is the catalyst that turns a prospective student into a registered student.

ACT's 1981 "Survey of Adult Recruitment Practices" has collected current information on the nature and success of person-to-person adult recruiting activities and practices. We hope this information will prove useful to colleges and universities interested in recruiting adult students.

METHODOLOGY

Two samples of institutions were used in this study: 1) a high-interest sample of institutions providing services to adult learners (N = 287), identified through an earlier study entitled "Attracting and Retaining Adult Learners" (ARAL) conducted by the ACT National Center (Levitz and Noel, 1980); and 2) a random national sample of postsecondary institutions, excluding proprietary institutions (N = 667). These institutions were identified through the ACT Institutional Data Questionnaire, which is used as an information source for the ACT College Planning Search Book. The stratification scheme and sample sizes appear in Table A below.

TABLE A

STRATIFICATION AND SAMPLE SIZES

STRATUM	ARAL HIGH-INTEREST	DEGREE LEVEL AND AFFILIATION	SAMPLE SIZE	RESPONDENTS NUMBER	RESPONDENTS PERCENT
1	Yes	All	287	129	45%
2	No	Two-Year Public	177	65	37%
3	No	Two-Year Private	131	60	46%
4	No	Four-Year Public	168	60	36%
5	No	Four-Year Private	191	77	40%
Total			954	388	41%

In August 1981, surveys were mailed to institutions, addressed to "Director of Adult Recruitment." A follow-up mailing was sent during September 1981. Usable responses were received from 388 institutions, for a response rate of 41%. In Table B, the responding institutions are displayed by degree level and affiliation.

TABLE B

RESPONSES BY DEGREE LEVEL AND AFFILIATION

Degree Level and Affiliation	Number Responding	% of Total
Two-Year Public	91	23%
Two-Year Private	62	16%
Four-Year Public	113	29%
Four-Year Private	122	31%
Total	388	99%*

* Total does not equal 100% due to rounding.

The survey questionnaire was designed to obtain information on adult outreach/recruitment efforts. The items focused in particular on person-to-person recruiting--those activities that involve direct contact between campus personnel and potential adult learners for the purposes of providing information and facilitating enrollment.

The survey questionnaire, which contained both multiple choice and

All other offices - ranging from Community Services to Academic Affairs and Student Services - are each cited by fewer than 6% of the respondents.

It is evident, then, that at most institutions (particularly four-year public institutions), Continuing Education coordinates efforts to increase adult enrollments, with Admissions a fairly distant second (see Table 7).

Reporting. Although recruiting of adults is not usually conducted by the Academic Affairs Office, according to the data summarized above, the director of the office or unit that coordinates adult enrollments reports to the Vice President for Academic Affairs at 20% of responding institutions (see Table 8). Identical percentages of respondents (13%) stated that the office director reported to the President or the Director of Continuing Education. The Director of Admissions and the Dean of Students were each named as the supervising official by 10% of the respondents, while the Academic Dean was cited by 9%. All the other officials listed in Table 8 were each named by fewer than 7% of the respondents.

Recruiter's Title. Table 9 displays frequently reported titles of persons responsible for recruiting adult students against the names of institutional offices. The most frequently reported titles are Director, Dean, and Assistant Director, and the most frequently report-

ed offices are Continuing Education, Adult Programs, and Admissions. (The Adult Programs category includes, for example, Adult Basic Education, Adult Re-entry Program, Adult Learning Services, Adult Special Programs, and so forth.) The largest numbers of responses fell under the title Director of Continuing Education (24), Director of Adult Programs (19), and Director of Admissions (17).

By comparing Tables 7 and 9, it is evident that even though the offices of Continuing Education and Admissions are responsible for recruiting adult students, at 48% and 37% of responding institutions, respectively, not all directors of those offices are themselves responsible for increasing adult enrollments. In fact, Table 8 shows that the Directors of Continuing Education and Admissions are the persons to whom the director of adult recruitment reports at 13% and 10% of responding institutions. Therefore, it is apparent that at some institutions support staff rather than executive staff within the offices of Continuing Education, Adult Programs, and Admissions are responsible for building adult enrollments. Note, however, that only 60% of the institutions that responded to Part Two supplied a title for the person carrying out these responsibilities.

Segmentation of Market. Of all respondents to Part Two, 52% segment the adult market for recruiting purposes. Two-year public and four-year private institutions are more likely to subdivide the adult market than two-year private and four-year public institutions (see Table 10).

Segments Targeted for Recruiter Contact. The largest percentage of respondents that segment the adult population report that the prime recruiting target is employed professionals (67%; see Table 11). Obviously the easiest to reach, this group is the most likely to take advantage of opportunities for educational advancement and tuition benefits. The target group cited next most frequently (58%) is women who have young children. (In fact, two-year public institutions report that they aim their efforts at this group more frequently than at employed professionals.) Many two-year institutions provide child care centers in an effort to attract women who are pursuing motherhood and education simultaneously. Four-year public institutions report aiming their efforts at employed professionals and at women with young children somewhat more often than other types of responding institutions do.

Senior citizens represent a significant market for all types of responding institutions, and are wooed by an average of 55% of respondents, although two-year public schools target them substantially more frequently (69%) than other types of institutions. Four-year private institutions target them quite a bit less frequently (36%). Displaced homemakers wishing to finish their formal education and their occupational training are targeted by 53% of respondents; again, two-year public institutions lead with 69%, and four-year private respondents bring up the rear with 38%.

Employed middle-income persons are targeted separately by 52% of

respondents, although two-year public institutions appear to recruit them on a person-to-person basis far less frequently (33%) than other types of institutions. Two-year private and four-year private respondents target middle-income persons much more frequently (64% and 69%, respectively) than four-year public institutions do.

Four-year institutions target specific professions far more frequently than two-year institutions do, perhaps because four-year schools typically offer a greater variety of advanced professional development courses or refresher courses that are readily applicable to changing professional needs. Although 47% of the respondents report recruiting professional groups, only 27% of two-year private respondents appear to recruit these groups. Nurses are one such group -- recruited by both public and private four-year schools, but not by two-year schools. On the other hand, banking personnel and accountants are recruited by two-year but rarely by four-year institutions, according to the survey responses. Another professional group targeted by both two- and four-year schools is government employees -- military personnel, firefighters, police, and white collar government workers.

On the average, single parents and veterans are targeted in nearly identical percentages (44% and 42% respectively), while two-year private institutions report that they recruit both groups in significantly higher percentages than other types of respondents do (54% and 82% respectively).

The groups remaining in the rank order in Table 11, while clearly significant for many of the respondents, are recruited less frequently than the groups discussed above. Underemployed persons and college dropouts are each recruited by 35% of the respondents, but the latter group is targeted by two-year private institutions much more frequently than by public institutions. High school dropouts are included under "other"; they are mainly recruited by two-year institutions.

Unemployed persons are targeted by 32% of the respondents; again, two-year private institutions recruit this group much more frequently than other types of respondents. In general, responding institutions do not appear to be nearly as active in recruiting rural, unemployed or employed low-income persons as they are in recruiting middle-income or professional persons.

Only one-quarter (26%) of the respondents report recruiting college graduates as such, perhaps because college graduates are frequently included in other categories (such as professional groups) which adult recruiters find more meaningful. As one would expect, four-year institutions are much more likely than two-year institutions to recruit college graduates for adult education offerings.

Preregistration Activities. Of the institutions that responded to Part Two of the survey, 74% offer preregistration activities to acquaint adult learners with their institutional resources and their

course offerings. As Table 12 shows, four-year public institutions seem more likely to offer such activities than other types of respondents (80%), while two-year private respondents offer them much less frequently (62%).

Activities Offered. The campus open house is the preregistration activity most frequently named by respondents as occurring on their campuses (57%). Two-year private institutions that offer preregistration activities report scheduling campus open houses far more frequently than other types of respondents (81%). In fact, two-year institutions generally offer open houses more frequently than four-year respondents, perhaps because their campuses are smaller and more compact (see Table 13).

Silver Lake College, a four-year private college in Manitowoc, Wisconsin, offers a special open house designed to convey academic information to prospective adult learners. The program is held in the morning and repeated in the evening about one month before registration, and includes presentations by faculty and the Directors of Admissions, Student Services, and Financial Aid. An informal panel of adult learners discusses how they have managed money, time, family, spouse, and the fear of returning to school. While this workshop attracts fewer persons than a standard open house, it results in a much higher application rate, which the college reports has been consistently high over several years.

Survey respondents report offering a variety of "back-to-school" workshops for returning students. The State University College at Brockport, New York, for example, conducts "options for adults," a workshop for persons who have expressed an interest in returning to college. The two-hour workshop, which is normally held on campus, includes lectures and question-and-answer sessions. Fact sheets about the college are distributed, along with brochures on financial aid and credit by examination.

More elaborate than most is a "You Can Do It" workshop created by the University of Pittsburgh College of General Studies and the Learning Skills Center. A series of two-hour sessions over seven weeks introduces persons who have inquired about evening college programs to college reading and study skills; listening, note-taking, and test-taking skills; time management; library resources; assertiveness; and college information. Responses on a pre- and post-workshop "fear survey" revealed significant decreases in participants' fears about returning to college.

More direct personal support programs are also effective. Lincoln Land Community College, Springfield, Illinois, dispels the fears of prospective students through its Project Fresh Start (PFS) adult re-entry program, which has three elements: (1) a one-day conference to help women overcome barriers to re-entry; (2) ongoing telephone outreach to link new students to support persons on campus; and (3)

workshops targeted on specific problems of adult students. Success factors in the PFS program include recruitment through personal networks and in-person caring contact. The results, according to the college, are three consecutive years of record enrollment.

Informational meetings at places of employment are offered as preregistration activities by 48% of respondents, while 47% offer informational meetings at schools and libraries. Because working persons frequently find it difficult to attend meetings during the day, and may not wish to leave home to go to meetings at night, many institutions evidently find it practical to arrange meetings at workplaces for "captive audiences" of interested employees. Since motivating adults to attend classes seems to be the greatest challenge facing recruiters of adult learners, preregistration offerings that are easily accessible to working persons may be more successful in recruiting students. For example, the University of Massachusetts at Boston sponsors a back-to-college seminar in libraries for nontraditional students. An hour-long slide-tape presentation featuring four returning adults is followed by a discussion of college requirements, financial aid, time - management, and so forth. Because the program is co-sponsored by public libraries, it reaches large numbers of returning adult learners.

Thirty-eight percent of the respondents who offer preregistration activities report offering decision-making workshops in an effort to recruit adult learners, while thirty-five percent have staged information

CONCLUSIONS

The findings of this survey are summarized in three sections below: Extent of recruiting efforts; organization of efforts; and person-to-person recruiting techniques.

Extent of Efforts. The majority of the 388 institutions that responded to the survey reported that they had an operating definition of "adult learner" and that they were engaged in the active recruitment of adults. A much smaller number, however, had conducted systematic needs assessments to determine the educational plans and requirements of adult learners in their communities (21%). Institutions that conducted needs assessments typically relied more on passive means of gathering information, such as questionnaires and surveys, than on interactive personal means, such as interviews.

To be effective, college recruiters typically need to know the educational needs of the groups that they aim to recruit. Given this, it is surprising that less than half of the institutions that report they are actively recruiting adult learners have attempted to determine the educational goals or requirements of their target audience. While numerous respondents report that they have met with various constituencies in their communities and have solicited suggestions for programs, courses, or services from those constituencies, such informal suggestions, however

useful they may be, do not constitute a thorough description or analysis of the potential adult market.

Organization of Efforts. Most respondents to Part Two of the survey indicated that their adult recruiting efforts were lodged fairly traditionally in Admissions or in the Division or Office of Continuing Education. Reporting lines were clear in nearly all cases, but only 60% of the respondents to Part Two identified an official as responsible for recruiting efforts. Thus, less than two-thirds of respondents who actively recruit adults describe their efforts as coordinated by a campus official.

The level of market analysis reported in the survey is not high. About half of the responding institutions report that they segment the adult audience in their communities for recruiting purposes, and two-thirds of those who segment report that they target employed professional persons - the most obvious adult target group. In general, institutions that recruit appear to zero in on groups that have a relatively high level of income and professional achievement - with the exception of two-year institutions, who recruit veterans, dropouts, unemployed persons, and underemployed persons more frequently than four-year respondents tend to do. (In fact, two-year public institutions are more likely to segment their target audience than are other types of respondents.)

Public Contact. As far as preregistration activities are concerned, three-quarters of the respondents to Part Two stage various types of sessions or workshops to acquaint adults with the range and variety of their institutions' offerings. Only two-thirds report that they have established contact with social service agencies, while 76% have met with business and industry and 91% have approached community organizations. Two-year public respondents lead all others in the frequency with which they establish contact with various community groups and constituencies and offer preregistration activities. Of the 76% of respondents that have established contact with businesses in their communities, many contact personnel departments or management rather than attempting to reach employees more actively or directly.

Slightly less than two-thirds of the respondents have identified local businesses that provide full or partial tuition reimbursement for employees who pursue continuing education. While employee benefits may differ greatly from place to place, The Chronicle of Higher Education for November 25, 1981, notes that although 90% of large American businesses provide tuition benefits for their employees, only 5% of employees take advantage of those benefits. Of the relatively small percentage (30%) of survey respondents who attempted to develop tuition reimbursement plans, 63% reported success in establishing new plans. Business, it appears, is willing to subsidize the cost of educating adults; but more institutions need to request business to underwrite tuition costs, and to persuade adults to take

advantage of their employers' generosity, if adult education is to thrive.

Table 1

TOTAL SURVEY RESPONDENTS BY TYPE OF INSTITUTION

N	388	%
Two-Year Public	92	24
Two-Year Private	62	16
Four-Year Public	112	29
Four-Year Private	122	31

Table 2

DEFINITION OF ADULT LEARNER[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	92	62	112	122	388
All Students Adults	9	3	1	1	3
≥ 18	20	3	3	3	7
≥ 21	6	13	11	8	9
≥ 22	9	6	7	4	6
≥ 23	1	3	4	5	4
≥ 24	2	2	4	7	4
≥ 25	16	2	36	28	23
2-5 Year Gap in Education	17	11	9	11	12
All Part-Time			4	5	2
All Enrolled Noncredit	1		5	1	2
All Enrolled Extension/ Continuing Education			2	2	1
Self-Supporting	1	3	1	1	1
Other	11	26	8	13.	13
No Definition	8	14	10	11	10
No Response	10	18	11	10	11

[a]Multiple responses possible; percentages will not total 100%.

Table 3

ASSESSMENT OF NEEDS OF ADULT LEARNERS
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	92	62	112	122	388
Needs Assessment Conducted	27	13	34	19	24

Table 4

SURVEY METHODS USED TO ASSESS NEEDS[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	23	7	32	19	81
Written Survey	78	85	87	84	84
Telephone Survey	30	0	9	26	18
Personal Interview	13	14	18	26	18
Other	13	14	3	0	6

[a]Multiple responses possible; percentages will not total 100%.

Table 5

INSTITUTIONS THAT ACTIVELY RECRUIT ADULT LEARNERS
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	92	62	112	122	388
Active Adult Recruitment	63	42	58	54	56

Table 6

INSTITUTIONS THAT COMPLETED PART TWO OF THE SURVEY
(in percentages)

N	388	%
Two-Year Public	92	71
Two-Year Private	62	42
Four-Year Public	112	64
Four-Year Private	122	56

Table 16

RECRUITER CONTACT ESTABLISHED WITH BUSINESS AND INDUSTRY
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	26	72	69	232
Yes	83	73	72	74	76

Table 17

RECRUITING APPROACHES USED WITH BUSINESS AND INDUSTRY[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	54	19	52	51	176
Recruiter Contact with Personnel Department	93	68	85	88	86
Recruiter Contact with Management	72	53	63	57	63
Recruiter Sessions at Business Locations	48	32	52	50	48
Employee Rallies	0	0	12	10	6
Advisory Councils	4	0	2	4	3
Other	11	0	10	8	9

[a]Multiple responses possible; percentages will not total 100%.

Table 18

IDENTIFICATION OF BUSINESSES THAT PROVIDE
TUITION REIMBURSEMENT
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	26	72	69	232
Businesses Identified	58	46	58	71	61

Table 19

TUITION REIMBURSEMENT PLANS DEVELOPED IN COOPERATION
WITH BUSINESS AND INDUSTRY
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	26	72	69	232
Reimbursement Plans Developed	32	23	26	35	30

[a]Multiple responses possible; percentages will not total 100%.

Table 20

SUCCESS IN SETTING UP NEW TUITION REIMBURSEMENT PLANS
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	21	6	19	24	70
New Plans Set up Successfully	57	33	74	67	63

Table 21

RECRUITER MEETINGS WITH MANAGEMENT TO DETERMINE EMPLOYEES' COURSE NEEDS
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	26	72	69	232
Meetings Have Been Held	88	54	65	62	69

Survey of Adult Recruitment Practices

Dear Colleague:

As more and more adults consider a return to the college campus, many postsecondary institutions find it beneficial to assign a person (or persons) from their staff to adult outreach/recruitment efforts. Although much initial recruitment is accomplished through media advertising (brochures, radio and TV spots, public service announcements, newspaper advertisements, etc.), many colleges and universities take a second approach—person-to-person contact. This approach further develops the link between the needs and priorities of adults and the offerings and services of the institution.

The American College Testing Program (ACT) is surveying institutions nationally in order to collect information on the nature and success of person-to-person adult recruiting activities and practices. All institutions that participate in this survey will receive a summary report. In addition, successful programs and practices may be highlighted nationally in an ACT publication or conference.

Please return the completed survey to ACT by September 4, 1981. For your convenience we have included a prepaid Business Reply Label to be attached to the envelope used to return the survey. We appreciate your interest in this survey and thank you in advance for your professional contribution. Please call (319) 337-1032 if you have any questions.

Sincerely,

Lee Noel
Executive Director

Patricia Spratt
Survey Director

ACT National Center for the Advancement of Educational Practices

The American College Testing Program

PART I

1. Indicate the type of your institution.
   _____ 4-year public
   _____ 4-year private
   _____ 2-year public
   _____ 2-year private
   _____ Other

2. How does your institution define "adult learner"?

3. Using this definition, estimate your total 1980-81 undergraduate enrollment and indicate the percent of adult enrollment.
   _____ Full-time _____ % adults
   _____ Part-time _____ % adults

4. Have you systematically assessed the needs of the adult learners in your community?
   _____ Yes
   _____ No
   If yes, describe the process used (e.g., who is surveyed, what instrumentation is used).

5. Does your institution actively recruit adult learners?
   _____ Yes (Please complete **Part Two** and **Part Three** of this survey.)
   _____ No (Thank you for your participation. Please return the survey to ACT.)

PART II

The remainder of this survey concentrates specifically on person-to-person recruiting, the activity wherein a person from your campus directly contacts potential adult learners to provide information, to serve as a liaison, and to facilitate enrollment.

In many settings (information booths at shopping malls, workshops on campuses, recruiting sessions at business or industry locations, etc.), the direct and personal contact of the recruiter is supported by printed materials (brochures, mailings, etc.), just as printed material is often reinforced by personal recruiter contact. In completing the remainder of this survey, please keep in mind the focus—**the role of person-to-person recruiting.**

1. What unit or office (e.g., admissions, division of continuing education) is primarily responsible for adult recruitment?

   _____

2. Indicate the title of the person to whom the director of the office reports?

   _____

3. If primary responsibility for person-to-person adult recruitment has been assigned to one person, give that person's title.

_____

4. Do you segment the adult population for recruiting purposes?
   ____ Yes
   ____ No
   If yes, which of the following groups are targeted for person-to-person recruiter contact (check all that apply)?
   - ____ Employed professionals
   - ____ Employed middle-income persons
   - ____ Employed low-income persons
   - ____ College graduates
   - ____ College dropouts
   - ____ Unemployed persons
   - ____ Underemployed persons
   - ____ Single parents
   - ____ Displaced homemakers
   - ____ Women with young children
   - ____ Senior citizens
   - ____ Rural residents
   - ____ Veterans
   - ____ Specific professions (e.g., accountants, firefighters, etc.)
   - ____ Other (please specify)

   _____

   _____

5. Do you sponsor preregistration information sessions or workshops?
   ____ Yes
   ____ No
   If yes, check all of the following that are offered on your campus.
   - ____ Campus open house
   - ____ "Sample Class Day," evening or weekend, on or off campus
   - ____ Information Fair on campus
   - ____ Reentry speakers bureau
   - ____ Periodic informational meetings at schools and libraries
   - ____ Periodic informational meetings in places of employment
   - ____ Workshops on decision making
   - ____ Other (please specify)

   _____

   _____

   _____

   _____

6. Indicate the various approaches that recruiters use with social service agencies (check all that apply).
   ____ No contact with social service agencies
   ____ Recruiter meets regularly with staffs of social service agencies to keep them up to date on programs/services available.
   ____ Recruiter solicits suggestions from social service agencies for campus courses/programs/services that would help the agencies' clients.
   ____ Recruiter meets on one-to-one basis with clients referred from social service agencies.
   ____ Other (please specify) _____

7. Indicate the various approaches that recruiters use with community organizations (check all that apply).
   ____ No contact with community organizations
   ____ Recruiter regularly contacts community organizations (PTA, Lions Club, established community book clubs, Parents Without Partners, American Association of Retired Persons, etc.).
   ____ Recruiter is available to speak to community groups.
   ____ Recruiter solicits suggestions from community organizations for campus services/programs/courses.
   ____ Other (please specify) _____

8. Have you established recruiter contact with business and industry?
   ____ Yes
   ____ No
   If yes, check all of the following activities that take place.
   ____ Employee rallies
   ____ Periodic recruiter sessions at business or industry locations
   ____ Recruiter contact with personnel departments
   ____ Recruiter contact with top management
   ____ Other (please specify) _____

9. Has your recruiting staff identified which businesses and industries in your area provide full or partial tuition reimbursement to employees?
   ____ Yes
   ____ No

10. Does your recruiting staff work with the management of business and industry to develop tuition reimbursement plans?
    ____ Yes
    ____ No
    If yes, have you been successful in facilitating a tuition reimbursement plan where none had been in place?
    ____ Yes
    ____ No

11. Has your recruiting staff met with the management of business and industry to determine what courses would meet the needs of their employees?

_____ Yes
_____ No

If yes, indicate all of the following that apply and, where applicable, please provide the additional information requested.

_____ No courses initiated either on or off campus

_____ One or more courses initiated on campus to specifically meet the needs of an individual company or business
List courses initiated during the last three years.

_____

_____

_____

_____ One or more courses initiated at a business or industry site to specifically meet the needs of employees
List courses initiated during the last three years.

_____

_____

_____

_____ One or more courses initiated on or off campus to meet employee certification or recertification requirements (e.g., for dietitians, dental hygienists, etc.)
List courses initiated during last three years.

_____

_____

_____

_____ Other (please specify) _____

_____

_____

_____

adult learners: for example, standardized or locally-designed questionnaires may be followed up by personal or telephone interviews with a sample of questionnaire respondents, and by face-to-face interviews with enrolled students.

Many institutions rely on informal contacts within the community for their needs assessment purposes. Some hold ongoing meetings with key community organizers and leaders of public opinion. Others work closely with local professional and community organizations; still others inquire about needs while holding informal interviews in shopping malls. (For examples of local and standardized needs assessments, see appendix following this report).

Active Recruitment. More than one-half of the survey respondents (56%) indicated that their institutions were actively recruiting adult learners. Public institutions were about 10% more likely to be conducting active recruitment than private institutions. Two-year public respondents reported recruiting activity more frequently than other types of institutions, while two-year private respondents reported it least frequently (see Table 5).

Part Two

Part Two of the survey focused on the specific types of recruiting activities conducted by colleges and universities in an effort to

promote adult enrollments. The survey questions were designed to elicit information about the organization of recruiting efforts; the nature of the audience for those efforts; special programs and approaches; contact with community groups; and contact with business and industry.

Respondents to Part Two. Although institutions that did not actively recruit adult learners were not asked to complete Part Two, 4% of them did. In all, 60% of survey respondents completed Part Two, while only 56% indicated that they engaged in active recruitment. Respondents from public institutions that did not recruit were somewhat more likely to fill out Part Two than other non-recruiting respondents (see Table 6).

Office Responsible for Recruitment. By far the largest percentage of respondents named Continuing Education as the unit or office responsible for recruitment efforts (48%). Incidentally, four-year public institutions named this office far more frequently than other types of respondents (67%), while two-year private institutions named it far less frequently.

The Admissions Office was cited by 37% of respondents. Two-year private institutions described Admissions as the responsible office almost twice as frequently as other types of respondents (64%), who cited Admissions in roughly similar percentages.

Cooperation of firms is also stressed by Our Lady of the Lake College, San Antonio, Texas, which sets up recruiting facilities in high-traffic areas of companies. The college notes that approximately 30% of all students in its weekend college come from the firms where recruitment activities have been held, and cites the convenience of on-site recruiting and the cooperation of local firms as important contributors to its recruiting success.

Montclair State College, Upper Montclair, New Jersey, uses its meetings with personnel directors and training directors to acquaint them with college programs. But at the same time, its recruiters attempt to discover ways in which the college can be of service to the firm -- through specially designed courses, co-op linkages, and so forth. The college notes that the personal contacts established during these meetings set up communication lines and also save time. Business managers and employees can call a person they have met who, in turn, can connect them quickly with the appropriate office or resource on campus.

Tuition Reimbursement. Of all respondents to Part Two of the survey, 61% had identified the area businesses that provided full or partial tuition reimbursement to employees. Four-year private institutions were far more likely to have identified such businesses than other types of respondents (71%); two-year private institutions were least likely (46%; see Table 18).

Only 30% of respondents to Part Two, however, had worked with business to develop tuition reimbursement plans. But of that 30%, nearly two-thirds (63%) had successfully set up tuition reimbursement plans where none had previously existed (see Tables 19 and 20).

Recruiter Meetings with Management. Of all respondents to Part Two of the survey, 69% had met with the management of local businesses and industries to determine the kinds of courses that would best meet the needs of employees. Two-year public institutions were much more likely than other types of respondents to have held such meetings (88%); two-year private respondents were least likely (54%; see Table 21).

Table 12

INSTITUTIONS THAT SPONSOR PREREGISTRATION SESSIONS AND WORKSHOPS
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	26	72	69	232
Sponsor Preregistration Sessions and Workshops	71	62	80	75	74

Table 13

PREREGISTRATION OFFERINGS[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	46	16	58	52	172
Campus Open House	61	81	53	50	57
Informational Meetings at Places of Employment	35	31	60	50	48
Informational Meetings at Schools, Libraries	54	62	48	35	47
Workshops on Decision Making	39	31	17	33	38
Information Fair	46	12	32	37	35
Re-entry Speakers Bureau	30	25	29	17	26
Sample Class Day	24	12	9	19	16
Orientation Series	9	0	19	10	12
Re-entry Workshop	11	6	2	2	5
Special Advising	0	0	7	4	3
Other	28	25	40	19	29

[a]Multiple responses possible; percentages will not total 100%.

Table 14

RECRUITING APPROACHES USED WITH SOCIAL SERVICE AGENCIES[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	63	25	66	65	219
No Contact	14	40	38	47	33
Recruiter Meets with Clients Referred by Agencies	59	52	44	40	48
Recruiter Solicits Suggestions from Agencies	52	32	26	28	35
Recruiter Meets Regularly with Agency Staff	35	16	17	20	23
Other	13	12	18	6	12

Table 15

RECRUITING APPROACHES USED WITH COMMUNITY ORGANIZATIONS[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	64	25	70	67	226
No Contact	6	2	16	5	9
Recruiter Speaks to Community Organizations	86	50	83	79	84
Recruiter Solicits Suggestions from Organizations	61	30	53	45	53
Recruiter Regularly Contacts Organizations	39	13	36	34	35
Other	8	4	17	9	11

[a]Multiple responses possible; percentages will not total 100%.

7. **What is your present occupation?**
   1. Professional/technical (medicine, teaching, etc.)
   2. Farmer or farm manager
   3. Manager/supervisor
   4. Clerical
   5. Sales
   6. Craftsman/foreman
   7. Laborer, industry
   8. Private household worker
   9. Student
   10. Retired or unemployed
   11. Active military duty
   12. Other: _____

8. **Have you taken a University class within the past year?**
   1. Yes
   2. No

9. **When did you last attend a "class" of any kind? (e.g. high school, college, workshop, seminar, etc.)**
   (Please circle only one answer.)
   1. Less than a year ago
   2. Less than 2 years ago
   3. More than 2 years ago
   4. More than 5 years ago
   5. More than 10 years ago

10. **How many miles do you live from the University?**
    1. _____

11. **What is the highest level of education you have completed?**
    1. 11th grade or less
    2. High school graduate
    3. Trade, business, or technical school diploma
    4. 1-3 years college
    5. College graduate
    6. Some graduate study
    7. Graduate degree

12. **What is your sex?**
    1. Female
    2. Male

13. **What was your age on your last birthday?**
    1. _____

The Division of Continuing Education at the University of North Dakota is always interested in what you think. Please comment on the issue of evening classes at UND in the space below.

Thank you kindly for your cooperation. Please return this survey in the self-addressed stamped envelope to:
The Division of Continuing Education; Box 8277, University Station; University of North Dakota; Grand Forks, ND 58202

CLATSOP COMMUNITY COLLEGE

Dear Senior Citizen,

Clatsop Community College is working to expand its services to seniors in our area. Currently planned is a series of television programs for broadcast on Channel 7 designed especially for senior citizens. To insure that these programs will be of interest, your assistance in selecting topic areas would be appreciated. Please answer the questions below and place an "x" beside the topic areas that are of interest to you.

1. Would you watch programs if they were of interest to you?

___Yes ___No

2. What would be the best time for you to view programs?

___Mornings ___Afternoons ___Evenings

Please check the topic areas of interest to you:

PERSONAL and FINANCIAL SECURITY

___Services in the community for Seniors
___Investment counseling
___Home Security
___How to shop wisely
___Food Stamps
___Estate planning and wills
___Social Security update
___Adjusting to the loss of a mate
___Insurance for Seniors; Home/Life/Car
___How to budget
___How to invest in stock
___Investing in Real Estate
___Fire safety in the home
___Credit for Senior Women
___Senior Citizens legal rights
___Other:_____

GENERAL INTEREST

___Caring for houseplants
___Legislative update for Seniors
___Crafts for the home
___Hunting and Fishing report
___Good grooming
___1 Meal on 1 Burner for 1 Person
___How to have a garage sale
___Home businesses
___Death and dying
___Local sports (football, basketball)
___College plays and performing arts
___Managing medication
___Local History
___Plant and animals of the areas
___Points of local interest
___Other_____

HEALTH CARE

___Nutrition for Seniors
___Saving your sight
___Other:_____
___Exercise for Seniors
___Food preparation

Thank you for your help.

Sincerely,

Robert Ellsberg
Director of In-service Programs

P.S. Please return this survey to the agency that gave it to you or to Clatsop Community College, care of Pioneer Productions.

service to the shopping centers in Prince George's County which will help them attract traffic to the shopping centers as well as provide a "stage" on which to display the wares of the college's Career Center. The primary target group for this program is adult males and females aged 22 - 25.

Two major shopping centers are used for this recruitment effort. Laurel Centre, in the northern part of the county, averages approximately 10,000 shoppers on a normal Thursday, Friday, and Saturday weekend. Iverson Mall, in the southern part of the County, is also used. This center also averages approximately 10,000 shoppers on a normal Thursday, Friday, and Saturday weekend.

A large number of over-50 shoppers, many retired, frequents Iverson Mall, which also draws many working women. Laurel Centre, while also in an area of a large female working group, draws a high percentage of military personnel from Ft. George Meade. Many of these personnel are contemplating a career after retirement or separation from the military service.

Workshops, seminars, and classes conducted in these shopping centers are publicized by the shopping center management via their media. The sole cost to the college is the cost of instructors and time spent by the admissions department personnel in setting up the program.

A wide range of free classes are held at the Career and Life Planning Workshops. For example: classes are held on "Choosing the Right Career," "Individual Career Consultation," "How to Write an Effective Resume," "How to Make a Satisfying Change in Your Career,"

"Marketing Yourself," "How to Discover Your Career-Related Talents," and "Where Are the Jobs for the 1980's."

Steps in Setting up the Program

Contact the Director of the Career Center to discuss the possibility of setting up a Career and Life Planning Workshop at the shopping centers. Both Career Center and Admissions personnel should meet to exchange ideas on how best to conduct the workshops and what the program should entail.

After guidelines for conducting the program have been set by college personnel, the Promotion/Marketing Director of the shopping center should be contacted to determine if the program developed by the college is adaptable to the shopping center and if it can be included as part of one of the shopping center's major promotions. For example, the Laurel Centre workshops were held as part of the "Modern Life Styles/ Modern Careers" promotion, and the Iverson Mall workshops were part of a "Back to School" promotion.

A meeting should be arranged between the college's Career Center representative and shopping center personnel to finalize arrangements and forestall the development of problems. Obtain a commitment from shopping center personnel on the amount and location of advertising to be done, and on their willingness to pay for all advertising. Advise them of the exact wording which must be used when referring to the college. Many shopping centers publish their own shopper/tabloid prior to a major promotion. If agreeable to shopping center personnel, the

MODERN LIFE STYLES/MODERN CAREERS PROGRAM

Co-sponsored by: Prince George's Community College
Laurel Centre (shopping center), Laurel, Md.

Free Classes from the Prince George's Community College's Center for Career Development

Thursday, June 11

11 AM	Choosing a Career That's Right for You
Noon	How To Discover Your Career Related Talents
1 PM	How To Disccver a Career That Turns You On
2-4 PM	Individual Career Consultation
4 ON	Marketing Yourself
7 PM	How To Locate A Job In the Hidden Job Market
8 PM	How To Write an Effective Resume and Sell Yourself in Interviews

Friday, June 12

(Repeat of Above)

Saturday, June 13

11:30 AM	Where Are the Good Jobs for the 1980's
12:30 PM	How To Choose a Career If You Are Young and Undecided
1:30 PM	How To Make A Satisfying Change In Your Career.___
2:30-3:30	Individual Career Consultation

ALL CLASSES WILL BE HELD IN PGCC CLASSROOM, UPPER LEVEL OF LAUREL CENTRE AT CENTER CIRCLE

CAREER AND LIFE PLANNING AT IVERSON MALL

Co-Sponsored by: Prince George's Community College
Iverson Mall Merchants' Association

Thursday and Friday, August 27 & 28, 1981

SCHEDULE

Thursday, August 27		WHAT DO I DO WITH MY LIFE?
	11 A.M. - Noon	This session will help you to discover your personality style and how that style can be used to create a career & life style that fits you like a glove!
	12:30 - 1:30 P.M.	UNDECIDED YOUTH Designed for young people who are trying to find a direction for their life
	7 -8 P.M.	WHAT DO I DO WITH MY LIFE?
Friday, August 28	11 A.M. - Noon	WHAT DO I DO WITH MY LIFE? See Above
	12:30 - 1:30 P.M.	HOW TO CHOOSE OR CHANGE A CAREER This session will describe to you all the steps or elements that need to be considered in career choice or change and will help you uncover some of the skills you already possess.
	7 - 9 P.M.	INDIVIDUAL COUNSELING This will be restricted to those who registered and participated in one of the above scheduled classes.

For further information and/or registration, please contact the Iverson Mall Management Office (423-8430) between 9 a.m. and 5 p.m.

RESERVATION FORM—Fall 1981

NAME _____ SOC. SEC. # _____

ADDRESS _____

TELEPHONE (home) _____ (work) _____

I have completed the Personal Inventory on the back of this form. Please contact me. _____

Please reserve a place for me in (check desired sessions):

A CAREER INVENTORY: Fee $1

ON CAMPUS			OFF CAMPUS		
ECC Dining Room			St. Charles Mall		
July 15	1-3 pm	_____	July 22	7-9 pm	_____
July 27	7-9 pm	_____	July 29	1-3 pm	_____
Aug. 17	7-9 pm	_____	Dundee H.S.		
Aug. 31	7-9 pm	_____	Oct. 14	7 pm	_____
Sept. 16	1-3 pm	_____	St. Charles H.S.		
Oct. 14	1-3 pm	_____	Oct. 28	7 pm	_____
Oct. 26	7-9 pm	_____	Jacobs H.S.		
Nov. 16	7-9 pm	_____	Oct. 29	7 pm	_____
Dec. 14	7-9 pm	_____			

A LEARNING SKILLS INVENTORY: Fee $1
ECC Dining Room

Mon. Oct. 5	7-9 pm	_____	Wed. Dec. 2	7-9 pm	_____
Wed. Nov. 4	7-9 pm	_____	Wed. Dec. 16	7-9 pm	_____

AN ACADEMIC ADVISING INVENTORY: No Charge
ECC Dining Room

Wed. Nov. 18	7-9 p-m	_____	Wed. Jan. 6	5-7 pm	_____
Mon. Dec. 7	1-3 pm	_____	Fri. Jan. 8	1-3 pm	_____
Tues. Dec. 8	5-7 p.m.	_____			

TOTAL FEE: $ _____ Make checks payable to Elgin Community College.

Return this form with your payment to: **Elgin Community College**
Virginia Kammerer, Adult Re-entry Coordinator
1700 Spartan Dr.
Elgin, IL 60120

ELGIN COMMUNITY COLLEGE

FOUNDED 1949

DISTRICT 509 ESTABLISHED 1966

MAIN CAMPUS
Six permanent buildings
1700 Spartan Dr., Elgin, IL 60120
312-697-1000

COMMUNITY EDUCATION CENTERS
Central High School, Burlington
Dundee High School
Hampshire High School
Jacobs High School, Algonquin
Perry Middle School, Carpentersville
St. Charles High School
Streamwood High School

STUDENT BODY: COED
6500 credit students per semester
4000 non-credit students per semester

55% female 45% male
76% part-time 24% full-time
24.2% age 19 and under
42.5% 20-30 years old
43.3% over 30 years

ACADEMIC YEAR
Fall classes begin in August
Spring classes begin in January
Summer classes begin in June
Classes are available day and evening

PROGRAMS OF STUDY
Transfer Liberal Arts and Science (three degrees available)
Career Education (one degree and three certificates available)
General Studies/Adult Basic Education
Non-credit Community Services

FULL-TIME FACULTY: 180

SUPPORT SERVICES
Counseling
Financial Aid
Child Care
Tutoring
Career Center
Student Activities/Athletics
Proficiency testing/CLEP
Adult Re-entry Program
Resource Center

ADMISSION: OPEN DOOR

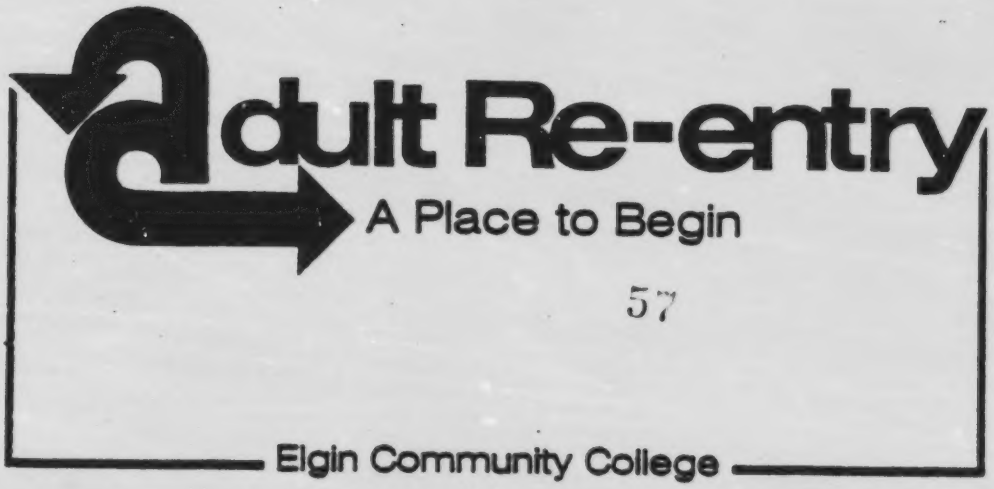
ACCREDITATION
North Central Association of Colleges and Secondary Schools

TUITION (per semester hour rate)

In-Dist.	Out-of-Dist.	Out-of-State
$16.00*	$54.99*	$79.38*

*Subject to change

Published Sept. 1981/3M



The Adult Re-entry Program at Elgin Community College is designed to help you match your interests and skills with programs, courses, and services to meet changing roles and responsibilities.

In addition to hundreds of credit and non-credit courses, Elgin Community College provides services like child care, financial aid, turtoring, and proficiency tests to help smooth the way for your return to the classroom. Approximately 45% of our student population is over the age of 30.

Exploring your options before you begin taking courses helps insure a successful educational experience and saves time and money as well. The Adult Re-entry Program offers four different places for you to begin looking at alternatives.

1. THE PERSONAL INVENTORY

If you want to do something different, but you don't know what that "something" is, complete the Personal Inventory on the bottom of this page and return it to the college. It's a painless way to start exploring your options and is offered free of charge.

2. THE CAREER INVENTORY

Entering the job market, changing careers, and updating present job skills are the most frequently stated reasons that adults return to college. The Career Inventory is a low cost way (just $1 per session) for you to measure your preferences, competencies and career goals.

In two hours, you complete a self-scored career inventory, discuss the local job market, and receive information about training opportunities at ECC. The college offers more than 50 occupational programs that can be completed in two years or less as well as a comprehensive transfer liberal arts program for students who are working toward a career that requires four years of training or more.

Sign up for a Career Inventory Session by completing the reservation form in this brochure. Sessions will be held on:

ON CAMPUS

ECC Dining Room

July 15 1-3 pm _____
July 27 7-9 pm _____
Aug. 17 7-9 pm _____
Aug. 31 7-9 pm _____
Sept. 16 1-3 pm _____

ECC Dining Room

Oct. 14 1-3 pm _____
Oct. 26 7-9 pm _____
Nov. 16 7-9 pm _____
Dec. 14 7-9 pm _____

OFF CAMPUS

St. Charles Mall

July 22 7-9 pm _____
July 29 1-3 pm _____

St. Charles H.S.

Oct. 28 7 pm _____

Dundee H.S.

Oct. 14 7 pm _____

Jacobs H.S.

Oct. 29 7 pm _____

3. THE LEARNING SKILLS INVENTORY

Many adults returning to college have some normal fears about being able to handle college level work. If you think you've "forgotten" how to study or that your skills in reading, writing, or math are a little rusty, there is a quick and easy way to find out.

Take our Learning Skills Inventory. In just two hours, you can evaluate your own strengths and weaknesses with the help of our staff. This information will help you choose courses at ECC that match your skills and get you off to a sound start. The fee for a Learning Skills Inventory is $1. Sessions are scheduled on the following dates in the College dining room at the main campus.

Mon. Oct. 5 7-9 p.m.
Wed. Nov. 4 7-9 p.m.
Wed. Dec. 2 7-9 p.m.
Wed. Dec. 16 7-9 p.m.

Use the reservation form in this brochure to sign up.

4. THE ACADEMIC ADVISING INVENTORY

Participating in an Academic Advising Inventory at the college is a very practical way to approach the selection of classes. In two hours, you will create an individualized educational plan with the help of a professional college counselor. You will discuss degree and certificate requirements, course prerequisites, special options like telecourses, independent study, auditing, proficiency tests and other academic information that will help you move in the direction you want to go. Sessions will be held at ECC free of charge on the following dates:

Wed. Nov. 18 7-9 p.m.
Mon. Dec. 7 1-3 p.m.
Tues. Dec. 8 5-7 p.m.
Wed. Jan. 6 1-3 p.m.
Fri. Jan. 8 1-3 p.m.

DETACH AND RETURN
PLEASE COMPLETE THE REVERSE SIDE

PERSONAL INVENTORY

	YES	NO
1. I have completed high school	☐	☐
2. I have done volunteer work	☐	☐
3. I want to learn leisure time activities	☐	☐
4. I would like to explore career possibilities	☐	☐
5. I would like to gain skills in decision making	☐	☐
6. I enjoy reading	☐	☐
7. I express written things clearly	☐	☐
8. I have taken some college courses	☐	☐
9. I think college courses would cost too much	☐	☐
10. I would like to meet new people	☐	☐
11. I would like to become a better educated person	☐	☐
12. I need to become more aware of my strengths and weaknesses	☐	☐
13. I know what Elgin Community College has to offer me	☐	☐

Return this form to: **Elgin Community College**
Virginia Kemmerer, Adult Re-entry Coordinator
1700 Spartan Dr.
Elgin, IL 60120

event coordinated by the college should be mentioned on the front cover and should have at least a quarter-page ad in the shopper. College personnel should be responsible for submitting copy for ads in a timely fashion.

Program Procedure

Quite an ambitious program was attempted at the Laurel Centre. Mini-workshops were held for 45 minutes each, starting at 11:00 a.m. and continuing throughout the day. Special programs were conducted during the evening.

Workshops were set up in an empty store with chairs and lecterns, tables, and other equipment supplied by the shopping center. College counselors conducted the workshops on a rotating basis, with different counselors conducting the same workshops on different days. Evening sessions were conducted by Community Services personnel.

Admissions and Community Services personnel staffed a booth provided by the shopping center adjacent to the area of the workshops in order to answer general questions about the college and to distribute brochures, schedules, and catalogues. This booth was open from 10:00 a.m. until 9:00 p.m., the operating hours of the shopping center. No registration was required for workshops. They were held on a drop-in basis.

At the request of the Marketing Director, Iverson Mall's workshops were directed mainly at female shoppers, although this was not a stipulation for enrolling. The Marketing Director wanted to attract women

returning to the workforce and women desiring to change careers. In addition to supplying the classroom, an ad was placed in their shopper (distributed to 50,000 and inserted in a major newspaper), and announcements of the program were circulated to all the stores in the mall, to all the offices in an office building connected to and owned by the mall, and to all apartments adjacent to and also owned by the mall. The mall also assumed responsibility for accepting registration for classes, something we did not do with the Laurel Centre program.

The program at Iverson Mall was much less ambitious than that at the Laurel Centre, and aimed at reaching people ahead of the actual workshops rather than on a drop-in basis. However, required registration allowed us to drop one workshop which did not receive much demand. This would not have been possible had the program been conducted on a drop-in basis.

Although less ambitious, the workshops at Iverson Mall attracted more people than did the Laurel Centre workshops. They were almost exclusively attended by women, many of them from the offices in the mall and surrounding area. As a result of the success of this program, the mall is supplying a two-room suite to the college at no charge to be used for credit or community services (noncredit) classes.

Evaluation of the Program

While this program is considered to be very successful there are several problem areas to watch for:

-- Mall Marketing Directors not fulfilling their obligation to

LAUREL CENTRE

CALENDAR of COMING EVENTS

JUNE 11 thru 14 . . . throughout Enclosed Centre

CHANGING CAREER AND MODERN LIFE STYLES

FEATURING SEMINARS, DEMONSTRATIONS, DISPLAYS, LECTURES, WORKSHOPS AND FASHION SHOWS - Co-sponsored by P.G. Community College

LECTURES & COUNSELING ARE LOCATED:

UPPER LEVEL - Former Jean Jack store by Centre Stage

LOWER LEVEL - Former Webster's store by Mont. Ward

THURS. & FRI., JUNE 11 & 12:

11-11:45 am - Choosing a career right for you - Lower Level

12-12:45 pm - How to discover your career related talents - Lower Level

1-1:45 pm - How to discover a career that turns you on - Lower Level

2-4:00 pm - Career counseling for individuals - Lower Level

4-4:45 pm - Marketing yourself - Lower Level

THURS., JUNE 11:

8-8:45 pm - "Single Bliss" lecture by Elsie Bliss - Lower Level

8-8:45 pm - How to write an effective resume and sell your - self in interviews - Upper Level

FRI., JUNE 12:

7-7:45 pm - "Real Estate - a career for the 80's" lecture - Lower Level

SAT., JUNE 13:

11-11:45 am - "Nutrition Awareness" lecture - Lower Level

11:30-12:45 pm - Where are the good jobs for the 80s - Upper Level

12:30-1:15 pm - How to choose a career if you're young and undecided - Lower Level

1:30-2:15 pm - How to make a satisfying change in your career - Lower Level

2:30-3:30 pm - Career consultation for individuals - Lower Level

83

85

80

ADULT LEARNER NEEDS ASSESSMENT SURVEY

DIRECTIONS: The Adult Learner Needs Assessment Survey is an untimed questionnaire designed to evaluate the education-related needs of adult learners. By answering the following questions, you will assist college officials in identifying and developing programs and services that better address the needs of individuals like yourself.

The information you supply on this questionnaire will be kept confidential. Your name, address, telephone number, and Social Security number will enable college personnel to identify your responses and contact you directly. The data you supply will be used for research purposes and will not be individually listed on any report. If, however, any question requests information that you do not wish to provide, feel free to omit it.

Please use a soft-lead (No. 1 or 2) pencil to fill in the ovals indicating your responses. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you. If this is the case, skip these items. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response for each item.

PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by filling in your name, address, and telephone number in Block A. Next, write your Social Security number in the large boxes at the top of Block B, and blacken the appropriate oval in the column below each box. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A NAME, ADDRESS, AND TELEPHONE NUMBER

Name

Street Address

City State Zip Code

Telephone

B SOCIAL SECURITY NUMBER (Identification Number)

— —

C AGE

- 19 or Under
- 20-22
- 23-25
- 26-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-61
- 62 and Over

D RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian, Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, Pacific Islander
- Puerto Rican, Cuban, Other Hispanic Origin
- Other
- Prefer Not to Respond

E SEX

- Male
- Female

F MARITAL STATUS

- Single (Never Married)
- Married
- Divorced
- Separated
- Widowed
- Prefer Not to Respond

G NUMBER OF DEPENDENT CHILDREN CURRENTLY LIVING IN YOUR HOME

- None
- 1
- 2
- 3
- 4 or more

H WHAT IS THE *HIGHEST* LEVEL OF FORMAL EDUCATION THAT YOU HAVE COMPLETED? (Select Only ONE)

- Attended Elementary School
- Completed Elementary School
- Attended High School
- Completed High School
- Obtained High School Equivalent Degree (GED)
- Took Vocational/Technical School Courses
- Completed a Vocational/Technical School Program
- Attended College (2-Yr. College, University, etc.) but Did Not Complete a Degree
- Received Associate Degree
- Received Bachelor's Degree
- Received Master's Degree
- Received PhD or Professional Degree

I HOW LONG HAS IT BEEN SINCE YOU WERE LAST ENROLLED IN COURSES FOR CREDIT? (To the Nearest Year)

- I'm Currently Enrolled in Course(s) for Credit
- Less Than 1 Year
- 1 Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- More Than 10 Years

J WHAT IS YOUR CURRENT ANNUAL FAMILY INCOME? (Include Both Taxable and Nontaxable Income)

- Less Than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $34,999
- $35,000 to $39,999
- $40,000 to $44,999
- $45,000 to $50,000
- Over $50,000
- Prefer Not to Respond

K WHICH ONE OF THE FOLLOWING *BEST* DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)

- Employed (Including Full-Time and Part-Time Employment, Self-Employment, Farming, etc.)
- Continuing My Education (College, Vocational School, etc.)
- Serving in the Armed Forces
- Caring for a Home/Family
- Unemployed
- Retired
- Other

L IF YOU ARE CURRENTLY EMPLOYED, PLEASE INDICATE YOUR TYPE OF OCCUPATION. (If Not Employed, Leave this Question Blank.)

- Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)
- Craftsman or Foreman (Carpenter, Bricklayer, etc.)
- Farmer/Rancher
- Laborer (Construction Worker, Longshoreman, etc.)
- Machine or Vehicle Operator
- Professional/Technical (Lawyer, Teacher, Administrator, Medical Technician, etc.)
- Proprietor/Manager, Business Owner
- Sales Worker (Retail Sales, Insurance Sales, etc.)
- Service Worker (Janitor, Cook, etc.)
- Other

©1981 by The American College Testing Program. All rights reserved.

DO NOT TEAR OR STAPLE THIS FORM

SECTION II—EDUCATIONAL PLANS AND PREFERENCES

Please respond to each of the following questions dealing with your educational plans by blackening the single most appropriate oval in each case. If a question does not apply to you, leave it blank. If you mark "No" or "Undecided" to the first question, skip the remainder of this page and go on to page 3 of this questionnaire.

A ARE YOU CURRENTLY PLANNING TO CONTINUE YOUR EDUCATION? (Vocational School, College, Correspondence Course, etc.)

- ○ No
- ○ Undecided } (SKIP TO PAGE 3 OF THIS QUESTIONNAIRE)
- ○ Yes (Continue with This Section)

NOTE: If you marked "No" or "Undecided" to the previous question, skip the remainder of this page and go on to pages 3 and 4 of this questionnaire.

If you marked "Yes" to the previous question, complete the remainder of this page and then go on to pages 3 and 4 of this questionnaire.

B INDICATE WHETHER EACH OF THE FOLLOWING IS A MAJOR REASON, MINOR REASON, OR NOT A REASON THAT YOU DECIDED TO CONTINUE YOUR EDUCATION.

MAJOR REASON	MINOR REASON	NOT A REASON	
○	○	○	To Obtain a Higher Degree
○	○	○	For Personal Satisfaction or Happiness
○	○	○	To Obtain or Maintain a Certification
○	○	○	To Meet Job Requirements or Improve Job Skills
○	○	○	For General Self-Improvement
○	○	○	To Meet New People
○	○	○	To Become Better Educated and Informed
○	○	○	To Improve My Income
○	○	○	To Learn a New Occupation
○	○	○	To Learn How to Solve Personal or Community Problems

C INDICATE WHETHER EACH OF THE FOLLOWING WILL BE A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR EDUCATION.

MAJOR SOURCE OF FUNDS	MINOR SOURCE OF FUNDS	NOT A SOURCE OF FUNDS	
○	○	○	Personal Earnings
○	○	○	Other Family Income
○	○	○	Personal or Family Savings
○	○	○	Funds from Relatives or Friends
○	○	○	Social Security Benefits
○	○	○	Veteran's Benefits
○	○	○	Educational Grants (BEOG, SEOG, Private Grants, etc.)
○	○	○	Scholarships (Private, Federal, College, etc.)
○	○	○	Student Loans (NDSL, Guaranteed Student Loan, etc.)
○	○	○	Other Loans (Bank Loans, etc.)
○	○	○	Reimbursement by Employer

D WHICH TYPE OF ENROLLMENT STATUS DO YOU PREFER?

- ○ Full-Time Status
- ○ Part-Time Status

E WHICH OF THE FOLLOWING TYPES OF CLASSES IS *MOST* CONVENIENT FOR YOU TO ATTEND? (Select Only ONE)

- ○ Morning Classes
- ○ Classes Offered Over Noon Hour
- ○ Afternoon Classes
- ○ Evening Classes
- ○ Weekend Classes
- ○ No Preference

F HOW FREQUENTLY DO YOU FEEL EACH OF YOUR COURSES SHOULD MEET?

- ○ Once Weekly
- ○ Twice Weekly
- ○ 3 or 4 Times Weekly
- ○ 5 or More Times Weekly
- ○ Other
- ○ No Preference

G WHICH TYPE OF CLASS DO YOU PREFER?

- ○ A Class Composed Primarily of Adult Students
- ○ A Class with Students of Mixed Ages
- ○ No Preference

H WHERE DO YOU PREFER TO ATTEND CLASSES?

- ○ At an On-Campus Location (College Classroom, Industrial Arts Center, etc.)
- ○ At an Off-Campus Location Near Home or Job (Office Building, High School Classroom, etc.)
- ○ No Preference

I WHICH TYPE OF CLASS FORMAT DO YOU *MOST* PREFER? (Select Only ONE)

- ○ Traditional Lecture Format
- ○ Small-Group Format
- ○ Independent Study Format (Self-Paced Study)
- ○ Laboratory or Shop Format (with Hands-On Experience)
- ○ Private Tutor Format
- ○ Correspondence Course Format
- ○ Other Format
- ○ No Preference

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR PLANNED MAJOR AREA OF STUDY AND FOR YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS J AND K, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU PLAN TO HAVE MORE THAN ONE MAJOR AREA OF STUDY, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

J INDICATE YOUR PLANNED AREA OF STUDY

○ 0	○ 0	○ 0
○ 1	○ 1	○ 1
○ 2	○ 2	○ 2
○ 3	○ 3	○ 3
○ 4	○ 4	○ 4
○ 5	○ 5	○ 5
○ 6	○ 6	○ 6
○ 7	○ 7	○ 7
○ 8	○ 8	○ 8
○ 9	○ 9	○ 9

K INDICATE YOUR OCCUPATIONAL CHOICE

○ 0	○ 0	○ 0
○ 1	○ 1	○ 1
○ 2	○ 2	○ 2
○ 3	○ 3	○ 3
○ 4	○ 4	○ 4
○ 5	○ 5	○ 5
○ 6	○ 6	○ 6
○ 7	○ 7	○ 7
○ 8	○ 8	○ 8
○ 9	○ 9	○ 9

SECTION III—PERSONAL AND EDUCATIONAL NEEDS

For each of the items listed in this section, blacken the oval that best indicates your educational or personal needs. Mark the first column if you feel that you need a lot of assistance in the area described in the item. Mark the last column if the item is not important or does not apply to you. Mark only ONE oval for each item.

	I need a **lot** of help in this area.	I need a **medium** amount of help in this area.	I need a **little** help in this area.	This area is important, but I need **no further help.**	This area is **not important** or **does not apply** to me.	
EXAMPLES						
	○	○	●	○	○	A. Developing independence
	○	○	○	○	●	B. Learning how to concentrate better
	●	○	○	○	○	C. Getting out of bed in the morning
LIFE SKILLS DEVELOPMENT						
	○	○	○	○	○	1. Increasing my skills in mathematics
	○	○	○	○	○	2. Improving my writing skills
	○	○	○	○	○	3. Developing my speaking ability
	○	○	○	○	○	4. Improving my understanding of what I read
	○	○	○	○	○	5. Increasing my reading speed
	○	○	○	○	○	6. Improving my study skills and habits
	○	○	○	○	○	7. Learning how to take tests better
	○	○	○	○	○	8. Developing and demonstrating confidence in myself
	○	○	○	○	○	9. Learning how to handle pressure from friends, family, instructors, or myself
	○	○	○	○	○	10. Learning how to better make decisions and solve personal problems
	○	○	○	○	○	11. Becoming more independent
	○	○	○	○	○	12. Setting goals in my life
	○	○	○	○	○	13. Learning how to manage my time better
	○	○	○	○	○	14. Learning how to budget money more wisely
	○	○	○	○	○	15. Learning how to maintain my physical and mental health
	○	○	○	○	○	16. Understanding my rights and responsibilities as a consumer
	○	○	○	○	○	17. Learning effectively on my own
	○	○	○	○	○	18. Learning how to use my leisure time to get more out of life

	I need a **lot** of help in this area.	I need a **medium** amount of help in this area.	I need a **little** help in this area.	This area is important, but I need **no further help.**	This area is **not important** or **does not apply** to me.	
CAREER DEVELOPMENT (EXPLORING, PLANNING, WORKING)						
	○	○	○	○	○	19. Identifying my strengths and abilities
	○	○	○	○	○	20. Identifying career areas which will fit my current skills, abilities, and interests
	○	○	○	○	○	21. Learning about job opportunities in my career interest areas
	○	○	○	○	○	22. Learning more about training requirements for jobs I'm interested in
	○	○	○	○	○	23. Learning about the income potentials of jobs in my career interest areas
	○	○	○	○	○	24. Learning where to get the training necessary for jobs in my career interest areas
	○	○	○	○	○	25. Getting some full-time job experience in a new career area
	○	○	○	○	○	26. Arranging to discuss my career interests with people employed in the same area
	○	○	○	○	○	27. Obtaining part-time work in my career interest area
	○	○	○	○	○	28. Learning how to find job openings
	○	○	○	○	○	29. Learning more about how to interview for a job
	○	○	○	○	○	30. Learning how to develop a personal vita or resume
	○	○	○	○	○	31. Learning what jobs are available near where I wish to live
EDUCATIONAL PLANNING						
	○	○	○	○	○	32. Getting advice about my educational plans
	○	○	○	○	○	33. Learning more about entrance requirements for educational programs that interest me
	○	○	○	○	○	34. Selecting an educational program to meet my interests and skills
	○	○	○	○	○	35. Learning more about enrollment procedures (registration, fee payment, etc.)
	○	○	○	○	○	36. Learning more about financial aid for students my age
	○	○	○	○	○	37. Obtaining help with college re-entry procedures
	○	○	○	○	○	38. Learning more about graduation requirements
	○	○	○	○	○	39. Learning more about how to transfer prior credits
	○	○	○	○	○	40. Securing transportation to and from campus (car-pooling, mass transit, etc.)
	○	○	○	○	○	41. Learning how to make better use of library facilities
	○	○	○	○	○	42. Obtaining child care services

DO NOT TEAR OR STAPLE THIS FORM

SECTION III CONTINUED

	I need a **lot** of help in this area.	I need a **medium** amount of help in this area.	I need a **little** help in this area.	This area is important, but I need **no further help**.	This area is **not important** or **does not apply** to me	
ED. PLANNING (Continued)						
	0	0	0	0	0	43. Obtaining special services for physically handicapped students
	0	0	0	0	0	44. Learning how to get around campus (parking, building names, etc.)
	0	0	0	0	0	45. Arranging a class schedule that will not conflict with my current job
	0	0	0	0	0	46. Obtaining access to college offices at times other than when I work
	0	0	0	0	0	47. Learning how to get course credit through nontraditional means (CLEP, job experience, etc.)
	0	0	0	0	0	48. Learning about noncredit courses that will meet my needs
ASSOCIATIONS WITH OTHERS	0	0	0	0	0	49. Learning how to work with my academic advisor
	0	0	0	0	0	50. Learning how to communicate better with instructors
	0	0	0	0	0	51. Learning how to relate better with younger students
	0	0	0	0	0	52. Getting along better with the people I work with
	0	0	0	0	0	53. Understanding and expressing my personal values
	0	0	0	0	0	54. Learning how to make more or closer friends
	0	0	0	0	0	55. Learning how to improve my personal appearance
	0	0	0	0	0	56. Getting my family interested in my education and career
	0	0	0	0	0	57. Coping with the problems of being a single parent
	0	0	0	0	0	58. Dealing with the problems of divorce or separation
	0	0	0	0	0	59. Raising children in today's complex society
	0	0	0	0	0	60. Gaining a better understanding of people of different races and cultural backgrounds
	0	0	0	0	0	61. Dealing with people who think and feel differently than I do
	0	0	0	0	0	62. Learning how to deal effectively with community problems
	0	0	0	0	0	63. Learning how to participate in governmental activities
	0	0	0	0	0	64. Dealing objectively with discrimination (race, sex, age, etc.)
	0	0	0	0	0	65. Coping with marital stresses and problems
	0	0	0	0	0	66. Dealing with the conflicts of job, family, and education

65

SECTION IV—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please use the lines provided below.

66

DO NOT WRITE BELOW THIS LINE.

open-ended items, was divided into three parts. The first section of the survey focused on the extent to which institutions were actively recruiting adult learners and comparative levels of enrollment for traditional-age and adult learners. The second section examined adult recruitment activities from a design and delivery perspective. The third section of the questionnaire permitted respondents to provide detailed descriptions of particularly successful recruiting activities, focusing on the purpose, delivery method, impact, and factors that contributed to success. Only institutions that actively recruit adult learners were encouraged to complete Parts Two and Three of the survey; 232 (60%) of the total respondents completed the entire survey.

FINDINGS

Part One

Part One of the survey identified institutions that actively recruit adult learners. In answer to the questions in Part One, almost all respondents supplied information about institutional type, enrollment, definitions of "adult learner," needs assessment, and recruitment practices. Part Two of the survey was to be completed by only those respondents who said that their institutions actively recruited adult learners; but some respondents completed Part Two despite the fact that they did not make a special effort to recruit adults.

Institutional Type. The largest group of responses came from four-year private institutions (31%), while the second-largest (29%) came from four-year public institutions. Two-year private institutions responded to the survey in smaller percentages (16%) than the other three types of institutions (see Table 1).

Definition of Adult Learner. By far the largest percentage of respondents define adult learners as those who are 25 or older. Four-year institutions tend to cite this definition much more frequently than two-year institutions do, however. The second-most-frequently cited definition was any person with a gap of two to five years in his or her education (12%). This definition is cited more often by two-year institutions than by four-year respondents. Adult students are

defined as part-time students, noncredit students, extension or CE students, or self-supporting students by very small percentages of respondents.

Ten percent report having no definition of adult students, while another 11% did not respond to the question. Taken together, these two categories make up 21% of respondents (see Table 2).

Needs Assessment. Although a majority of survey respondents reported that they actively recruited adult learners, less than one-quarter (21%) had actually administered a needs assessment to determine the needs of adult learners in their communities (see Table 3). Public institutions appeared to have administered needs assessments more frequently than private institutions, however.

Methods of Assessing Needs. Written questionnaires -- both standard and custom-made -- appear to be the most popular means of assessing the educational needs of adult learners. Eighty-four percent of respondents who had administered a needs assessment reported using written questionnaires. Eighteen percent had conducted telephone surveys, while another 18% had conducted personal interviews; only 6% had used other methods of assessing needs. Two-year private institutions reported using most kinds of needs assessment methods much less frequently than other types of institutions. Passive, impersonal methods of assessing the needs of adult learners seem to

fairs. Twenty-six percent indicate that they have used a re-entry speakers bureau to motivate adults to continue their education. But re-entry workshops and special advising for adults were offered by only 5% and 3% of the respondents, respectively.

Approaches to Social Service Agencies. While 33% of those responding to the survey question about recruiter relationships with social service agencies reported that their institutions had not established contact with social service agencies, 48% reported that their recruiters met on a one-to-one basis with clients referred by agencies, (see Table 14). Two-year institutions were quite a bit more likely to establish relationships with agencies and to work with clients than four-year institutions, as one might expect. Thiry-five percent of the respondents reported that their recruiters solicited suggestions from agencies for campus courses or services that would help the agencies' clients. Again, the two-year institutions were more likely to report this approach than four-year respondents. Less than one-quarter (23%) reported that recruiters met regularly with agency staff to inform them of current educational programs and services.

Approaches used by recruiters with social service agencies include: regular mailings; regular times when admissions counselors personally deliver catalogues and information to agencies; an information program conducted each semester for directors or representatives of social service agencies; and meetings between recruiters and an interagency coun-

cil, recruiters and churches, or recruiters and public school counselors.

Approaches to Community Organizations. On the whole, respondents are more likely to have established contact with community organizations than with social service agencies, (see Table 15). Only 9% of respondents report that they have not established contact with local groups: Four-year institutions were least likely to have established communications, with 16% reporting "no contact." Eighty-four percent of the respondents reported that their recruiters simply spoke to community organizations, while a comparatively small 53% indicated that their recruiters solicited suggestions for courses, programs, or services from community groups. One institution reported having an advisory committee made up of representatives from local groups, while another had identified a specific contact person within each organization. Only 35% of the respondents stated that their recruiters regularly contacted community organizations.

Some schools approach community organizations indirectly: in one community college, all administrators are encouraged to join two community organizations, and the college pays their membership dues. In another, the President and the Academic Dean are members of community groups. A third school makes its facilities available to civic groups for their meetings; in return, a brief videotape about the institution is shown at each meeting. A fourth school arranges

for community groups to co-sponsor special interest programs.

Contact Established with Business and Industry. Of all respondents to Part Two of the survey, 76% reported that their recruiters had made contact with businesses and industries in their areas. Two-year public institutions were quite a bit more likely than other respondents (83%) to have contacted business (see Table 16).

Recruiting Approaches for Business and Industry. Table 11 shows that employed professionals were the number one target group for a majority of the survey respondents who segmented the adult population for recruiting purposes. The frequency with which respondents indicated that they pursued various recruiting approaches with local businesses reflects this priority (see Table 17). Eighty-six percent of respondents who had established contact with business and industry reported that their recruiters had communicated with personnel departments, while 63% said that their recruiters had contacted top management. Forty-eight percent held periodic recruiter sessions at business or industry locations.

Institutions that described their business-oriented recruiting activities in detail all stressed the importance of establishing firm personal contacts with managers at companies and with employees interested in returning to school. The personal contact between the recruiter and the company's training officer or personnel director is viewed as crucial be-

Table 7

UNIT OR OFFICE RESPONSIBLE FOR ADULT RECRUITMENT[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	25	69	68	227
Continuing Education	35	28	67	48	48
Admissions	38	64	29	35	37
Evening School	2	4	10	4	5
Recruitment	2	4	4	6	4
Adult Programs	8	0	0	4	4
Community Services	12	0	0	0	4
Academic Affairs	0	4	6	1	3
Student Services	8	0	1	0	3
Program Development	3	4	0	1	2
Other	10	12	16	12	13

[a]Multiple responses possible; percentages will not total 100%.

Table 8

TITLE OF PERSON TO WHOM OFFICE DIRECTOR REPORTS[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	62	24	67	67	220
VP, Academic Affairs	3	4	34	67	20
Director, Continuing Education	13	12	18	7	13
President	8	37	3	19	13
Director, Admissions	10	25	7	6	10
Dean of Students	34	8	0	0	10
Academic Dean	6	8	3	16	9
Dean of the College	2	12	1	12	6
VP, University College	2	17	6	1	5
Chancellor, Vice Chancellor	2	0	10	0	4
Dean of Instruction	13	4	0	0	4
Dean, Continuing Education	0	0	3	7	3
Chair, Community Services	8	0	0	0	2
Other	19	12	25	13	19

[a]Multiple responses possible; percentages will not total 100%.

Table 9

TITLE OF PERSON RESPONSIBLE FOR ADULT RECRUITMENT[b]

N = 137

Titles	Continuing Education	Student Services	Admissions	Community Relations	Adult Programs	Other	Total
Vice President	1	1		1			3
Dean	8	3	2	1	2	2	18
Assistant Dean	3	1		1	2		7
Director	24	1	17	5	19		66
Assistant Director	3	1	6		1	1	12
Counselor			5		5		10
Recruiter	1		3		3		7
Other	3	2	1	1	7		14
Total	43	9	34	9	39	3	

[b]Numbers represent actual responses to Item 3, Part Two, rather than percentages.

PART III

Using the Recruiter Outreach Report Form on the next page, please describe one, three, five, or more person-to-person recruiting activities that have worked for you. (Make as many photocopies of the form as you need.) The activity may be from any area (e.g., an approach to a particular target market; the selection of a particular site for off-campus courses; the reorganization of your office to facilitate better service to prospective adult learners). Selected responses will be highlighted nationally in a publication and/or conference. If you prefer that we keep your response confidential, we will release the information in aggregate form only, and your response will not be attributed to you or your institution.

Recruiter Outreach Report Form

Purpose/Intent of Activity

Description of Activity and Delivery Method

Results/Impact of Activity

Main factor that, in your judgment, led to the success of the activity

Would you be willing, if asked, to provide a 3-10 page description of the above activity?
____ Yes
____ No

May the contents of this survey be highlighted nationally in an ACT publication or conference?
____ Yes
____ No

Name of person to contact for more information _____

Title _____

Institution _____

Address _____

City _____ State _____ Zip Code _____

Phone (_____) _____
Area Code

APPENDIX

be used more widely than interactive personal means (see Table 4).

A number of survey respondents included descriptions of their survey instruments and their distribution methods. For example, locally developed questionnaires assessing needs may be included in a college promotional tabloid or brochure that is either mailed to every home in the community or inserted into the local newspaper. More simply, a clip-out questionnaire may be printed by itself in the local newspaper.

One college reported building a brief needs assessment into its registration form, so that enrolling students could express their educational needs and the college could determine whether or not it was meeting those needs. Others reported sending questionnaires to high school superintendents and teachers, and to high school seniors and their parents. Some schools commissioned market feasibility studies and needs surveys as part of the development of new educational programs. One state education department sponsored a statewide survey of the needs of adult learners.

Among the standardized needs surveys available, respondents cited the American Council on Education Student Profile and the ACT Adult Learner Needs Assessment Survey, which provides for locally-designed items as well as standard items in several categories. Many institutions reported using several methods to assess the needs of

cause the company's training officer can recommend the recruiter (and the institution) by name to employers who express an interest in further education.

Successful recruiting programs in business and industry don't wait for employees to come to campus in search of courses. They visit employees "on location" to provide the extra push that will motivate them to enroll in classes. For instance, the Admissions Office of the University of Kentucky, Lexington, visits specific job sites to seek out potential adult students. The school's visit is advertised in advance in the company newsletter, and employees are encouraged to return a reply card to the company's Personnel Director, who then schedules individual 30-minute appointments with admissions representatives on company time. The university sends information to employees before their appointments, along with a letter encouraging them to follow through and apply after their interviews. The university attributes the success of this effort to the free publicity in the company newsletter and to the cooperation offered by the company in arranging on-site interviews.

Edinboro State College, Edinboro. Pennsylvania, arranged similar on-site interviews, but after determining the areas of greatest interest to potential students, decided to offer one or two courses at the workplace. These courses enroll employees who would not have registered had the same course been offered on campus.

Table 10

INSTITUTIONS THAT SEGMENT THE ADULT MARKET
FOR RECRUITING PURPOSES
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	65	26	72	69	232
Yes	65	42	40	56	52

Table 11

TARGETED SEGMENTS[a]
(in percentages)

	Two-Year Public	Two-Year Private	Four-Year Public	Four-Year Private	Total
N	42	11	29	39	121
Employed Professionals	45	73	86	74	67
Women with Young Children	57	54	65	54	58
Senior Citizens	69	54	57	36	55
Displaced Homemakers	69	54	48	38	53
Employed Middle-Income	33	64	52	69	52
Specific Professions	43	27	55	51	47
Single Parents	40	54	48	41	44
Veterans	43	82	45	28	42
Underemployed Persons	30	45	34	33	35
College Dropouts	17	54	38	46	35
Unemployed Persons	43	64	34	10	32
Employed Low-Income	24	36	41	23	29
College Graduates	5	27	38	38	26
Rural Residents	24	27	24	21	23
Other	19	27	34	13	21

[a]Multiple responses possible; percentages will not total 100%.

Please circle the answer of your choice, or write in the answer where appropriate. *(For some questions, there may be more than one answer.)*

1. **What is your interest in taking an evening class (credit or non-credit)?**
   1. Very interested
   2. Somewhat interested
   3. Not interested

   If you circled "3. Not interested," please skip to question number 7.

2. **Please give your reasons for your interest in evening classes.** *(Please circle all that apply to you.)*
   1. To further my job opportunities
   2. To earn academic credit
   3. To pursue a degree
   4. Personal enrichment
   5. To gain confidence as a student
   6. To gain or maintain certification
   7. Other: _____

3. **What kinds of evening classes would you like to see offered?** *(Please circle all that apply to you.)*
   1. Liberal Arts (literature, history, music, art, etc.)
   2. Technical (engineering, computer, etc.)
   3. Professional (education, nursing, etc.)
   4. Business (accounting, economics, management, etc.)
   5. Other: _____

4. **What might prevent you from taking evening classes?** *(Please circle all that apply to you.)*
   1. Not having enough time to do the required work
   2. Feelings of inadequacies in doing college work
   3. Need for career advisement
   4. Need for academic advisement
   5. Registration not at a convenient time
   6. Fee payment not at a convenient time
   7. Conflicts with other job or social obligations
   8. Cost
   9. Child care
   10. Transportation
   11. Distance from the University
   12. Other: _____

5. **Indicate which of these services you would likely use if you enrolled as an evening class student.** *(Please circle all that apply to you.)*
   1. Academic Advisement
   2. Personal Counseling
   3. Career Planning
   4. Job Placement
   5. Student Health
   6. Financial Aid
   7. Veterans Services
   8. Tutoring
   9. Other: _____

6. **Are there others in your household interested in evening classes?**
   1. Yes
   2. No

   If so, how many? _____

–OVER–

After this session, students are required to gain work experience in the Admissions Office by working at the counter and on the telephones. They are then taken to the various shopping centers, shown the location of the college booths, and introduced to the mall Marketing Directors. Students are then ready to begin work in the shopping centers and work for the next nine weeks. They are required to work 18 hours a week, but are permitted to set their own schedules. These schedules must extend over a three-day period (Thursday, Friday, and Saturday) and must be submitted in writing to the Admissions Office. It is important to ascertain the times the malls have the heaviest traffic and to attempt to work out schedules which take advantage of these heavy traffic times. However, it is equally important to select some hours - usually Thursday or Friday morning - in order to contact the unemployed adult women who are a target group. Students must be at the mall on Saturday as early as possible.

Students are required to attend a weekly staff meeting with Admissions and Articulation supervisors to report on the progress of the program, to discuss any problems encountered during the week, and to replenish their supply of materials. At this time, hours and mileage are submitted for payment.

Periodic reports are also submitted by the students along with contact sheets showing the number of direct contacts and blind contacts. Direct contacts are people contacted in the shopping mall who give us their names and addresses and who want to be put on our mailing list for more literature from the college. Blind contacts are people contacted

in the shopping mall who stop by our booth to ask specific questions about the college, but do not wish their names to be placed on our mailing list for additional college materials.

These reports enable us to evaluate progress and submit information to the mall Promotion/Marketing Directors on the areas from which their shoppers come.

At the end of nine weeks, a final staff meeting is held to evaluate the success of the program. A look is taken at our most successful strategies, and suggestions are made for improvement.

Evaluation of the Program

On a satisfaction scale of 1 to 5, we would have to score this program a "5." It is now in the fifth year of its existence. We would also rate it a high "4" in effectiveness because of the success we have experienced with it, not only in reaching a public that may not read about the college in press releases, news articles, or materials which are mailed directly to residents of the county, but also in aiding the shopping malls to be of service to the community. Shopping mall management is very sensitive to the community service aspect of the mall, and it is always an advantage for them to point out to the tenants, merchants, and businesses that they are offering a community service organization such as the college the free use of the mall. In return, we attempt to be of service to the mall's management by offering seminars in security, marketing, retailing, training of managers, and so forth. Being in the malls also gives us access to managers of large stores such

as J.C. Penney and Montgomery Ward, and the possibility of developing programs with them for their personnel.

The Shopping Mall Articulation Program has proven itself to be a highly effective recruitment program. Various surveys have been conducted, by color-coding materials distributed in the malls (usually application blanks), and the results have confirmed our belief that the program is highly successful. The program has been found to increase the buying public's awareness of the existence of the college and the numerous services we offer as well as of the educational advantages to be found at Prince George's Community College.

III. Articulation Letters to Community Organizations

Purpose of the Program

The purpose of this articulation program is to meet the public in the community in which the people live, work and play, and to make county residents more aware of programs of study and student services that are available to them through the college. The primary target group is male and female adults aged 20 - 55.

Basic Steps in Setting up the Program

We know that almost every service organization is required to do a certain number of community-oriented programs, and a program about what the local community college has to offer for county residents fits the requirement.

1. Obtain a complete listing of all the clubs, organizations, churches, civic groups, and so forth. One very good source is a directory put out by the county library system.

2. Contact community organizations by mail and offer the services of a speaker who will come to a regular meeting and present a comprehensive overview of the college - its programs, services, facilities, and requirements.

3. Letters should be written with the function of the organization in mind. Purely social organizations will respond to a letter mentioning services and noncredit classes; civic organizations will respond to a letter slanted toward services the college offers to the community; religious organizations will respond to your interest in their students and young people (mention the number of sectarian clubs and organizations on campus). Letters are sent out in the late summer in order to contact the new officers of the organizations while they are planning the year's programs (September to June).

4. If any of the letters are returned, attempt to follow up and determine why they were not delivered; if a change of address is indicated, attempt to find the new address and keep your lists of organizations up to date. Another source of addresses for women's organizations is a county women's commission, if there is one, or a state women's commission.

5. Within the following month's time, follow-up should be started to reinforce the original contact. Meetings of organizations are usually held in the evening; therefore, anyone starting this program

must be aware that they may be called on to attend evening meetings that could require late hours.

6. Give a number and a time when you can be reached or when your phone is monitored. When groups call and request a date, confirm on the phone by getting a name, address, and telephone number for the organization and send a follow-up confirmation by mail.

7. If you plan on doing a slide presentation, make sure that all needed equipment is available. Always make sure you have an extension cord.

8. After you have done the presentation, communicate your thanks for having been invited to address the group as soon as possible.

9. A follow-up phone call to your original contact can lead to another appearance the next time the group needs a program.

10. Another letter-writing program will begin in January following the procedures outlined above.

Evaluation of the Program

1. The basic asset of this program is the opportunity it provides for personal contact with people.

2. This recruitment effort has been considered successful. It has resulted in college staff making several trips into the community to make presentations to various clubs and organizations about the college.

3. As a result of this program we found a need for more extensive promotion of the community college in terms of its identity and its role in higher education.

APPENDIX

fy calls that were made because of the ads. This was difficult, because the office is small, with Myrle Hanson, Director of Extension and Continuing Education and the Evening College, and Peggy Serfoss, Staff Assistant IV, as the only full-time employees. They were at the time assisted by four students who worked part-time in the Extension Office. There were many calls, and undoubtedly in the rush some were missed. However, the statistics from 12/2/80 to 1/20/81 were as follows: 78 calls were identified as probably related to the ad . The calls covered every possible subject, but many were related to possible counseling and advice on classes or programs to pursue and the costs of returning to school. After the spring semester started, it was found that 36 people, or 46% of those whose names were recorded as having called as a result of the ads, were enrolled in at least one class. While these numbers may not seem high, when considered in the context of a college of less than 2,800 enrollees and a city of less than 30,000 population, it seemed to us that it was a very successful campaign. While no additional follow-up has as yet been completed, it is probable that others who called may have enrolled in a subsequent semester.

APPENDIX

PIC #1 - Myrle with woodpile
To run 12/7/80

MYRLE HANSON

AT NORTHERN
THERE'S NOT MUCH HE WON'T DO!

HE COULD GET YOU READY FOR WINTER...BUT HE'D RATHER HELP YOU GET READY FOR A BRIGHT NEW FUTURE! If you've been away from school for awhile and you're thinking about taking some classes at Northern to help you advance your career...learn more about a special interest... begin or continue work on a degree...open new professional opportunities ...or brush up on skills you use every day...Myrle can help!

If he doesn't have all the answers to your questions...he knows just where to find them. Call Myrle or a member of his staff at 622-2568. They'd be happy to visit with you about a change in your life!

And watch for the complete Evening College schedule, coming January 4, in the American News.

PIC #2 - Myrle with cow
To run 12/14/80

MYRLE HANSON

AT NORTHERN
THERE'S NOT MUCH HE WON'T DO!

HE UNDERSTANDS THAT SOME THINGS JUST WON'T WAIT TILL AFTER CLASS! If you've been away from school for awhile and you're thinking about beginning or returning to college, you'll probably have to juggle an already busy schedule to do it.

That's why we offer classes from milking time (8 a.m.) till we shut down for the night at 10 p.m. We want our schedule to fit your schedule.

Talk to Myrle...he's here to help with all those questions you may have...about what courses to take, transferring college credits you've already earned, financial assistance, college admission...and more.

Call Myrle or a member of his staff at 622-2568...they'd be happy to talk with you about ways to fit Northern State College into your busy life.

And watch for the complete Evening College schedule, coming January 4, in the American News.

PIC #3 - Myrle as Santa
To run 12/21/80

MYRLE HANSON

AT NORTHERN
THERE'S NOT MUCH HE WON'T DO!

THIS YEAR, THE BEST PRESENT MAY NOT BE UNDER YOUR TREE. An education is a priceless gift...one you can give yourself or someone you care about. It can help you advance your career...learn more about a special interest...open new professional opportunities...get ready for a bright new future. And at Northern, if you've been away from school for awhile, Myrle can help!

If you're thinking about beginning or returning to college, call Myrle or a member of his staff at 622-2568...they'll be happy to play Santa for you or someone special in your life!

Watch for the complete Evening College schedule, coming January 4, in the American News.

PIC #4 - Myrle with dog in industrial arts
To run 12/28/80

MYRLE HANSON

AT NORTHERN
THERE'S NOT MUCH HE WON'T DO!

SOME PEOPLE ARE AT HOME IN ANY SETTING. At Northern...from industrial arts to biology lab...Myrle Hanson is like that. If you've been away from school for awhile and you're thinking about beginning, or returning, to college...he can help you find your place at Northern.

From furniture rebuilding, photography and welding to psychology, accounting, the arts...and more...Myrle can help you enrich, or change, your life.

For complete information about Northern State College, call Myrle or a member of his staff at 622-2568. They'd be happy to visit with you about classes at Northern...day and night.

Watch for the complete Evening College schedule, coming January 4, in the American News.

publicize the program, not having classrooms ready, and not using college-supplied information;

-- Registrants not appearing in classes although they have registered in advance;

-- Finding space in a busy mall. Iverson Mall is the only mall in this area that has an office building within the mall which provides ample space for workshops;

-- Empty stores are apt to be dirty and uncared for, used as storage rooms, and so forth. They must be cleaned ahead of time, and garbage and waste paper removed. Classroom effect is lost if the space is too messy. Never attempt to use unfinished stores - floors not covered, walls bare, no ceiling - they are cold and unfriendly.

If the above problem areas can be avoided, the benefits of this program are tremendous. For example, the college received an enormous amount of free advertising through shopping center media. The program carries college services to people in the county who would not otherwise know about them, and it provides an opportunity to demonstrate the high degree of professionalism of the staff of Prince George's Community College Career Development Center.

Offering these special classes in the shopping centers has opened up new avenues for recruitment and a new mode of delivery. We are looking into ways to further develop this concept of offering classes at the various shopping centers in Prince George's County.

Two pieces of advertising used to promote this program and an

agenda from the Laurel Centre Modern Life/Modern Careers Program can be found in the Appendix to this paper.

II. The Shopping Center Articulation Program

Description and Purpose of the Program

One of the major adult recruitment efforts at Prince George's Community College is the "Shopping Center Articulation Program." The purpose of this program is to meet the public at the crossroads -- the various shopping centers of Prince George's County -- to distribute information about the college and its programs. This is done through personal one-on-one contact with the shopping public.

The primary target group for this recruitment effort is adult shoppers, male and female, in the 22 to 55 age bracket. A secondary target group is the 18 to 22 age bracket.

The five major shopping centers in Prince George's County with the highest traffic count are used. They are: Forest Village Park Mall - 5,000 shoppers; Iverson Mall - 10,000 shoppers; Landover Mall - 15,000 shoppers; Laurel Centre - 10,000 shoppers; and Prince George's Plaza - 10,000 shoppers. Three smaller centers are also used. They are: Beltway Plaza - 3,000 shoppers; Livingston Square - 3,000 shoppers; and New Carrollton Mall - 2,000 shoppers. This outreach provides contact with an average of approximately 55,000 PG County residents over a normal three-day period, usually Thursday, Friday, and Saturday.

The recruitment effort is basically carried out through the use of college student assistants. They are hired to work three days a

PRINCE GEORGE'S COMMUNITY COLLEGE

Report No. 81-39: Student Profile Data, Fall 1980-81

	Fall 1980		Fall 1981		
	Number	Percent	Number	Percent	Change
TOTAL CREDIT STUDENTS	13,747	100%	14,657	100%	+910
Full/Part Time					
Part Time	9,308	68%	10,132	69%	+824
Full Time	4,439	32	4,525	31	+ 86
PGCC Status					
Continuing students	7,264	53%	8,022	55%	+758
First-time entrants	3,883	28	3,938	27	+ 55
Readmits	1,380	10	1,457	10	+ 77
New transfers	1,220	9	1,240	8	+ 20
Curriculum Type					
Career	5,416	39%	6,017	41%	+601
Transfer	5,600	41	6,012	41	+412
Undeclared	2,731	20	2,628	18	-103
Schedule					
Day	6,308	46%	6,598	45%	+290
Evening	5,850	43	6,165	42	+315
Split	1,589	11	1,894	13	+305
Credit Hours Completed					
Less than 30	10,671	78%	11,453	78%	+782
30 or more	3,076	22	3,204	22	+128
Sex					
Female	8,133	59%	8,671	59%	+538
Male	5,614	41	5,986	41	+372
Age					
Under 21	4,847	35%	5,102	35%	+255
21 - 25	3,249	24	3,557	24	+308
26 - 35	3,391	25	3,589	24	+198
Over 35	2,260	16	2,409	16	+149
Race					
White	8,140	59%	8,539	58	+399
Black	4,923	36	5,315	36	+392
Other	684	5	803	5	+119
Marital Status					
Single	9,309	68%	10,054	69%	+745
Married	4,438	32	4,603	31	+165
Residence					
Prince George's County	12,851	93%	13,814	94%	+963
Other Maryland	414	3	419	3	5
Out of State	482	4	424	3	- 58

SOURCE: Systems and Programming reports STU 276, 460. Percentages may not total due to rounding.

NORTHERN STATE COLLEGE ADVERTISING CAMPAIGN

Myrle Hanson
Northern State College
Aberdeen, South Dakota

Background - Northern State College

Northern State College, located in Aberdeen, South Dakota, is a multi-purpose state-supported institution which offers a curriculum in teacher education at the undergraduate and graduate levels; graduate programs in school administration and guidance; undergraduate programs in business; undergraduate programs in preparation for graduate or professional schools; two-year terminal programs; and appropriate preprofessional sequences. Northern came into existence by legislative enactment in 1901, when it was established as the Northern Normal and Industrial School. The name was changed by legislative action in 1939 to Northern State Teachers College, and again in 1964 to Northern State College.

Northern's enrollment reached a peak of 3,500 students in 1969, declined to 2,200 by 1974, and has been increasing slowly since that time. The present enrollment is approximately 2,700. Aberdeen, the community in which Northern is located, has a population of approximately 28,000. There are no other communities of this size within 200 miles.

Northern State's Evening College

Some classes have been offered during the evening hours for a number of years. In the fall semester of 1975, all of these classes were advertised in one publication, in an effort to inform the general public

LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES

Since we could not list all possible occupations and programs of study, you may not be able to find an exact description of the one that applies to you. If that is the case, you should select a general area—for example, 100 (Agricultural Fields), 200 (Engineering Fields), 220 (Fine and Applied Arts).

If you are completely undecided about your answer, mark 000.

000 Undecided

100 **AGRICULTURE**, general
101 Agricultural Business
102 Agricultural Economics
103 Agricultural and Farm Management (farming and ranching)
104 Agriculture, Forestry, and Wildlife Technologies
105 Agronomy (field crops and crop management)
106 Animal Science (husbandry)
107 Fish, Game, and Wildlife Management
108 Food Science and Technology
109 Forestry
110 Horticulture/Ornamental Horticulture
111 Natural Resources Management (soil conservation)

120 **ARCHITECTURE**, general
121 Architecture Technology
122 City, Community, and Regional Planning
123 Environmental Design, general
124 Interior Design
125 Landscape Architecture

130 **BIOLOGICAL SCIENCES**, general
131 Biology
132 Biochemistry
133 Botany
134 Ecology
135 Microbiology
136 Zoology

140 **BUSINESS AND COMMERCE**, general
141 Accounting
142 Banking and Finance
143 Business Economics
144 Business Management and Administration
145 Food Marketing
146 Hotel and Restaurant Management
147 Labor and Industrial Relations
148 Office Management
149 Marketing and Purchasing (sales and retailing)
150 Real Estate and Insurance
151 Recreation and Tourism
152 Secretarial Studies
153 Transportation and Public Utilities

160 **COMMUNICATIONS**, general
161 Journalism
162 Radio/Television (related to broadcasting)
163 Advertising
164 Library Science

170 **COMPUTER AND INFORMATION SCIENCES**, general
171 Computer Programming
172 Information Systems and Sciences
173 Systems Analysis
174 Data Processing Technology
175 Computer Operating
176 Data Systems Repair

180 **EDUCATION**, general
181 Agricultural Education
182 Art Education
183 Business, Commerce, and Distributive Education
184 Educational Administration
185 Elementary Education
186 English Education
187 Home Economics Education
188 Industrial Arts, Vocational/Technical Education
189 Mathematics Education
190 Music Education
191 Physical Education
192 Postsecondary Education, general
193 Science Education
194 Secondary Education, general
195 Social Science Education
196 Special Education
197 Speech Education
198 Student Guidance and Counseling

200 **ENGINEERING**, general
201 Aerospace, Aeronautical, and Astronautical Engineering
202 Agricultural Engineering
203 Architectural Engineering
204 Chemical Engineering
205 Civil Engineering
206 Electrical, Electronics, and Communications Engineering
207 Environmental and Ecological Engineering
208 Geological Engineering
209 Industrial and/or Management Engineering
210 Mechanical Engineering
211 Metallurgical and Materials Engineering
212 Mining and Mineral Engineering
213 Nuclear Engineering
214 Ocean Engineering
215 Petroleum Engineering

220 **FINE AND APPLIED ARTS**, general
221 Applied Design (ceramics, weaving, commercial art)
222 Art (painting, drawing, sculpture)
223 Art History and Appreciation
224 Dance
225 Dramatic Arts (theater arts)
226 Music (liberal arts)
227 Music (performing, composition, theory)
228 Music History and Appreciation
229 Photography/Cinematography

230 **FOREIGN LANGUAGES**, general
231 French
232 German
233 Italian
234 Latin
235 Spanish
236 Russian

240 **HEALTH PROFESSIONS**, general
241 Dentistry
242 Dental Assistant
243 Dental Hygiene
244 Dental Lab Technology
245 Environmental Health Technologies
246 Medicine, general
247 Medical Assistant or Medical Office Assistant
248 Medical or Laboratory Technology
249 Nursing (registered)
250 Nursing (licensed practical nurse)
251 Occupational Therapy
252 Optometry
253 Pharmacy
254 Physical Therapy
255 Public Health
256 Radiology
257 X-ray Technology
258 Surgical Technology (surgeon's assistant, etc.)
259 Veterinary Medicine

260 **HOME ECONOMICS**, general
261 Clothing and Textiles
262 Consumer Economics and Home Management
263 Family Relations and Child Development
264 Foods and Nutrition (including Dietetics)
265 Institutional Management

270 **LETTERS** (humanities), general
271 Classics
272 Comparative Literature
273 Creative Writing
274 English, general
275 Linguistics
276 Literature, English
277 Philosophy
278 Religion and Theology
279 Speech, Debate, Forensic Science

280 **MATHEMATICS**, general
281 Applied Mathematics
282 Statistics (mathematical and theoretical)

285 **PHYSICAL SCIENCE**, general
286 Astronomy
287 Chemistry
288 Earth Sciences
289 Geology
290 Oceanography
291 Physics

300 **COMMUNITY SERVICE**, general
301 Criminal Justice and Law Enforcement (police science, corrections, etc.)
302 Parks and Recreation Management
303 Public Administration
304 Social Work
305 Military

310 **SOCIAL SCIENCES**, general
311 Anthropology
312 Area Studies (American civilization, American studies, etc.)
Criminal Justice (see code 301)
313 Economics
314 Ethnic Studies (Asian studies, Black studies, Chicano studies, etc.)
315 Geography
316 History
317 International Relations
318 Law (prelaw)
319 Political Science
320 Psychology
321 Sociology

330 **TRADE, INDUSTRIAL, AND TECHNICAL**, general
331 Agricultural Mechanics and Technology
332 Air Conditioning, Refrigeration, and Heating Technology
333 Aeronautical and Aviation Technology
334 Appliance Repair
335 Automobile Body Repair
336 Automobile Mechanics
337 Business Machine Maintenance
338 Carpentry and Construction
339 Drafting/Engineering Graphics
340 Electricity and Electronics
341 Engineering Technology—Aeronautical
342 Engineering Technology—Automotive
343 Engineering Technology—Civil
344 Engineering Technology—Industrial/Manufacturing
345 Engineering Technology—Mechanical
346 Graphic Arts (printing, typesetting)
347 Heavy Equipment Operating
348 Dry Cleaning, Laundry, and Clothing Technology
349 Industrial Arts
350 Leatherworking (shoe repair, etc.)
351 Machinework (tool and die, etc.)
352 Masonry (brick, cement, stone, etc.)
353 Metalworking
354 Plumbing and Pipefitting
355 Radio/TV Repair
356 Small Engine Repair
357 Upholstering
358 Watch Repair and Other Instrument Maintenance and Repair
359 Welding
360 Woodworking (cabinetmaking, millwork)

370 **GENERAL STUDIES**

THREE PROGRAMS FOR ADULTS IN SHOPPING CENTERS

John L. Wiley
Julie Rich
Prince George's Community College
Largo, Maryland

Prince George's Community College is a two-year community-centered public institution of higher education located in Largo, Maryland. The college is concerned with the development of potential human resources in Prince George's County, Maryland, and seeks to develop in the student a sense of self-reliance. It acts upon the belief that all who aspire and are qualified will achieve.

During the most recent fall semester, Prince George's Community College served approximately 15,000 students in credit courses and another 7,000 in noncredit courses. PGCC is the largest community college in Maryland and one of the largest in the United States. A Student Profile for fall 1980-81 can be found in the Appendix to this paper.

Diversity of educational programming represents a commitment of the college in providing two years of university parallel courses; offering technical and career education; and extending options to those citizens interested in the enrichment value of education. Likewise, it makes the resources of the college available through programs of community service dedicated to providing a forum for the total community.

I. The Career and Life Planning Program

The purpose of the Career and Life Planning Program is to offer a

week (18 hours per week) for nine weeks prior to each registration period. The students are interviewed, hired and trained by the college Admissions Department.

Basic Steps in Developing the Shopping Center Program

The first and most important step in developing the shopping center program is to obtain a commitment from the appropriate policy decision makers of the college that such a recruitment program will be supported financially (and otherwise) by the college. After this commitment has been made, you are ready for the second step, which is contacting shopping center Promotion/Marketing Directors to sell the program to shopping center personnel.

A meeting should be set up to explain the program in detail. You will need to explain the benefits that will be derived by having students pass out literature and answer questions about the college at the shopping center. I have found that mentioning the fact that the community college's major purpose is to meet the educational, social and cultural needs of the people who live in the county usually helps to get you in the door.

Once permission has been obtained to use the shopping center, it is very important to make sure that you have a copy of the rules and regulations set by the shopping center. Be sure to know insurance and other important requirements and see that all necessary forms are filled out and submitted to the proper persons. It is also important to ask the Marketing Director to show you the space in which the college will be

permitted to set up booths and other equipment used for the program. We use booths provided by the college in all of our shopping centers except two (Iverson Mall and Forest Village Park Mall: These malls have information booths which they require our student assistants to use).

We are now ready to look for the most competent staff available to promote the college at the shopping centers.

Development of Student Assistants

Student Assistants, who must be current students or ex-students of the college, are hired 11 weeks prior to the start of the program. Applicants must be able to communicate well with a wide variety of ages, they must be able to evaluate the program as it relates to the mall to which they will be assigned, and must be able to adjust their hours so that the fullest advantage is taken of heavy traffic times. Students must also be able to face the boring times when traffic is very light. Students are required to have their own transportation and are reimbursed for one-way mileage from the college to the shopping center.

Training for student assistants begins 10 weeks before the program starts. Two-hour workshops are conducted in which each student is given a packet containing data and brochures outlining the program. A verbal overview of the college philosophy and the aims of the articulation program are given. Students are made aware of shopping center rules and regulations. Role-playing is often carried out to better equip the students to handle problems that they may encounter.

of the educational opportunities available to individuals who, because of job or family responsibilities, were not able to avail themselves of college courses during the day. The classes offered in the evening hours were advertised in a supplement to the Aberdeen American News. This component of our class offering was described as Northern's Evening College. The Evening College was well received and attracted a number of part-time students. Substantial numbers of regular full-time students also found that by taking one or more evening classes, they were able to enroll full time and still have opportunity for part-time employment during the day.

Spring Semester 1981 Ad Campaign

Gradually, more emphasis was placed on scheduling specific classes in the evening. This was done so that the "evening only" student could have a realistic expectation of eventually earning a degree. While it was felt that Northern's Evening College was successful, questions were asked at meetings of the admissions staff, the Administrative Council, the Council of Deans, the College Relations Staff, and the office of Extension regarding the reasons why more new students were not taking advantage of the evening offerings -- and these and other groups then brainstormed new ways to attract the nontraditional or adult student. It was felt that there should be some way that more individuals could be encouraged to begin or return to college.

Some of the conclusions which were reached as a result of these discussions were that: (1) many potential students did not think that entering or returning to college was for them a realistic option; (2) while

the Evening College Supplement had widespread distribution, it did not attract the attention among the general public which we had hoped; and (3) even though Northern is a relatively small college, many people did not know where to get answers to their questions about enrollment and finances, or advice regarding specific classes, requirements, and so forth.

As a result of these conclusions, Ms. Betsy Rice, Director of College Relations, met with President Joseph McFadden and Myrle Hanson, Director of Extension, Continuing Education and the Evening College, for a final brainstorming session. At this session, Ms. Rice proposed an advertising blitz of pictures and ads designed to catch the eye of the public. It was designed around the idea that help was available regardless of the obstacles that might prevent one from attending the Evening College. It was further designed to convey the idea that an individual could contact one office or one person, and that office or person would handle the problem or would direct the caller to the person or office who could handle it. The theme was "Myrle Hanson - At Northern There's Not Much He Won't Do!" Attached as an Appendix to this paper is the proposal as submitted by Ms. Rice and approved by the president of the college.

There is no doubt that the campaign attracted much attention. Myrle Hanson could hardly walk into a business establishment in Aberdeen without being asked when the next ad was going to appear. More importantly, it did seem to stimulate interest in attending the evening college among adults.

Results of the Ad Campaign

An attempt was made by personnel in the Extension Office to identi-

DOCUMENT RESUME

ED 235 755 HE 016 742

AUTHOR	Kaufman, Juliet, Ed.; And Others
TITLE	Adult Recruitment Practices.
INSTITUTION	American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.
PUB DATE	82
NOTE	227p.
AVAILABLE FROM	American College Testing Program, P.O. Box 168, 201 North Dodge Street, Iowa City, IA 52243.
PUB TYPE	Collected Works - General (020) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Advising; Admissions Officers; *Adult Students; Ancillary School Services; Career Planning; *College Students; *Continuing Education; Extension Education; Higher Education; Inplant Programs; Marketing; National Surveys; Nursing Education; *Outreach Programs; Publicity; Public Speaking; Questionnaires; *Reentry Students; School Business Relationship; Staff Development; Student Needs; *Student Recruitment

ABSTRACT

Findings of an American College Testing Program 1981 survey on college recruitment of adult students are summarized, and 12 articles on adult recruitment are presented. Titles and authors are as follows: "Adult Recruitment Practices: A Report of a National Survey" (Patricia Spratt, Juliet Kaufmann, Lee Noel); "Three Programs for Adults in Shopping Centers" (John L. Wiley, Julie Rich); "Northern State College Advertising Campaign" (Myrle Hanson); "Educational Referral Services: A Brokering System for Adults" (Miriam L. Freeman); "Admissions Training at Coe College: Easing the Transition" (Dot Hinman); "Going 'On Location:' The Business/Industrial Institute" (Keri Thiessen); "A Career Planning Workshop for Adults" (Beryl J. Heidorn); "Program of Return to Advanced Learning (PORTAL) at Cedar Crest College" (Christine L. Ward); "The Role of Advisement in Recruitment and Retention of Adult Learners at Canisius College" (Jerome L. Neuner); "A Commitment to Adult Students: Two Northern Kentucky University Off-Campus Programs" (Ralph L. Pearson); "Public Speaking as a Recruiting Tool" (Joan Barry); "The Regional Access to Nursing Program" (Carol D. Brown); "Reaching the Re-Entry Adult: A Model for Outreach and Service" (Carol S. Layne). Adult recruitment and needs assessment questionnaires are appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235755

ADULT RECRUITMENT Practices

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

ACT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NE 116 742

The ACT
National Center
for the Advancement
of Educational Practices

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PIC #5 - Myrle with child
To run 1/11/81

MYRLE HANSON

AT NORTHERN
THERE'S NOT MUCH HE WON'T DO!

NEED A GOOD SITTER? Busy moms...and dads...turn to Myrle for help! If you're taking a class at Northern, the NSC Day Care Center is here to help while you're in class. It's just one of the things we've done to make it easier for busy people (like you) to begin, or return, to college.

Myrle can help in other ways too...with academic advising, arranging for the transfer of college credits you've already earned, answering your questions about financial assistance or college admission...whatever your needs.

It's still not too late to register for the Spring Semester at Northern State College. Call Myrle or a member of his staff today. 622-2568.

Sunday, January 4	Evening College Supplement...front is picture of Myrle seated on a high stool against a plain white background with a long, long list curling down around his feet...copy reminds people that New Year's Resolutions are still in order..."put a phone call to Myrle at the top of your list." Back cover features new picture of the Myrle Hanson Team.	Extension Budget
Sunday, January 11	4 col. x 8" ad - Myrle is feeding a small child in a highchair as the child's dad (getting away from sex role stereotyping) goes out the door, books under arm...copy explains that it's still not too late to call Myrle... and while he doesn't do much babysitting himself, he's happy to help people arrange for child care at the NSC Day Care Center.	$105.28
	TOTAL	$447.44

We've also talked about the possibility of running one of the smaller ads on Wednesday, January 7, showing Myrle operating one of the snow plows used on campus. If it snows on a day when Myrle is around we've got a go-ahead from Ralph Johnson. Because the whole thing is iffy, I haven't built it into the proposal as a definite. What do you think?

The sizes I've given are approximate...it's often hard to know exactly what kind of space will be best until after the pictures are taken. If we could have some sort of discretionary space (i.e., money) built into this proposal, that would be wonderful.

APPENDIX

When a call to Myrle tops the list . . .

It's not too late for New Year's resolutions!

MYRLE HANSON

AT NORTHERN... There's not much he won't do!

622-2568

range of educational and career alternatives and helps them to decide which most appropriately meets their needs. ERS is therefore neutral toward the alternatives, with the needs and interests of the individual taking precedence over the needs and interests of any specific institution. Last year, for example, referrals were made to 100 different educational institutions, agencies, and other career-related resources.

Because of this philosophy, very deliberate efforts have been made from the inception of the program to collaborate and coordinate with other educational resources within South Carolina. Individuals were identified within institutions and individual discussions were held initially about needs, ideas, problems, and solutions. This is an ongoing process which now occurs informally as well as formally. It is beneficial in that it fosters positive working relationships, helps to make maximum use of existing resources, and provides a coordinated approach to service delivery, all of which contribute to meeting existing needs in the community more effectively. This paper focuses on some of the collaborative recruitment efforts developed by cooperating institutions in Columbia, South Carolina, including the South Carolina Career Guide, the Education Alliance, a videotape on adult learners, back to school workshops, and career development seminars.

South Carolina Career Guide

The South Carolina Career Guide has grown out of the need within the ERS office to have ready access to current comprehensive information about career choices and educational opportunities in the state. This

educational institutions. The Alliance has fostered positive relationships within the educational community and has facilitated the development of further cooperative efforts among institutions.

Adult Learner Videotape

Another cooperative effort was the development of a videotape about adult learners. The University of South Carolina initiated this project which was designed to disseminate information to South Carolinians about the variety of educational resources and special services available for adult learners. Representatives from three other area institutions, Benedict College, Columbia College, and Midlands Technical College, participated on the planning committee which designed this production. Interviews with seven adult students from the four cooperating institutions provide the format for the videotape, which is entitled "Never Too Late: The Case for Adult Learning". Because no institution is mentioned by name, any institution can use the production to promote its own programs and the concept of lifelong learning. A further description is provided in the Appendix to this paper, along with descriptive information about the participating institutions.

Back-To-School Workshops

The videotape project led to the development of further cooperative efforts. Two back-to-school workshops have been planned and conducted by the same four institutions. These workshops were designed for adults considering a return to school. Program topics included career planning, time management, financial aid, and survival skills as well as a panel of

EVENING COLLEGE TAB - Front page - Pic of Myrle Hanson Team
To run 1/4/81

NORTHERN STATE COLLEGE

EVENING CLASSES - SPRING 1981

PUT THE MYRLE HANSON TEAM...SHERRI, JUDY, PEGGY, NANCY, TERRI AND MYRLE...TO WORK FOR YOU! They understand there are many reasons why people attend Northern at night. Often the evening hours are the only time in a busy schedule for taking a class. A class which can help you advance a career...learn more about a fascinating topic...begin or continue work on a degree...open new professional opportunities...expand your interest in the arts...or perfect skills you use every day!

The Myrle Hanson Team understands, too, that if you've been away from school for awhile and you're thinking about taking a class or two, you may have some questions. Talk to them first...they want to help make going to college as uncomplicated as possible for you.

Call one of them at 622-2568...they'd be happy to visit with you about Northern at night.

BACK PAGE - Pic of Myrle with long list

WHEN A CALL TO MYRLE TOPS THE LIST...IT'S NOT TOO LATE FOR NEW YEAR'S RESOLUTIONS!

MYRLE HANSON
AT NORTHERN
THERE'S NOT MUCH HE WON'T DO!

SPECS - MYRLE HANSON CAMPAIGN
SPRING SEMESTER

TO: Dr. McFadden, Dr. Fries, Myrle Hanson, Diane Prisbe
FROM: Betsy Rice
SUBJECT: Proposal for 1980-81 Myrle Hanson Campaign
DATE: November 19, 1980

CAMPAIGN THEME: MYRLE HANSON

AT NORTHERN...
THERE'S NOT MUCH HE WON'T DO!

Sunday, December 7	4 col. x 5" ad - Picture shows Myrle dressed in business attire standing nonchalantly in front of woodpile, fingers lightly balancing an axe...copy says okay, so Myrle won't get your woodpile in shape for the winter...he can do something even better for you by helping you get an education.	$ 65.80
Sunday, December 14	4 col. x 8" ad - Picture shows Myrle dressed in a suit, milking a cow...copy explains that while Myrle can't be on hand to do your chores for you, he WILL help you to select classes which fit your schedule.	105.28
Sunday, December 21	4 col. x 8" - Picture of Myrle dressed in Santa suit (no beard so it's obviously Myrle) with a sack full of presents, holding one or two that are especially beautiful...copy explains that while Myrle isn't really Santa, he can help you give one of the most special presents...an education...to yourself.	105.28
Sunday, December 28	4 col. x 5" - Myrle standing next to, or sitting in a great looking upholstered chair with a busy looking area of industrial arts in the background...copy explains that students at Northern rebuilt the chair and goes on to describe some other courses (watercolor, welding) that fill a "special interest" type of need.	65.80

NORTHERN STATE COLLEGE

Evening Classes - SPRING 1981

PUT THE MYRLE HANSON TEAM . . . SHERRI, JUDY, PEGGY, NANCY, TERRI AND MYRLE . . . TO WORK FOR YOU! They understand there are many reasons why people attend Northern at night. Often the evening hours are the only time in a busy schedule for taking a class. A class which can help you advance a career . . . learn more about a fascinating topic . . . begin or continue work on a degree . . . open new professional opportunities . . . expand your interest in the arts . . . or perfect skills you use every day!

The Myrle Hanson Team understands, too, that if you've been away from school for awhile and you're thinking about taking a class or two, you may have some questions. Talk to them first . . . they want to help make going to college as uncomplicated as possible for you.

Call one of them at 622-2568 . . . they'd be happy to visit with you about Northern at night.

EDUCATIONAL REFERRAL SERVICES: A BROKERING SYSTEM FOR ADULTS

Miriam L. Freeman
The University of South Carolina
Columbia, South Carolina

Educational Referral Services began operations in July, 1979, with funding from the W.K. Kellogg Foundation and the University of South Carolina Division of Two Year Campuses and Continuing Education. As part of the Adult Learning Center, the goal of ERS is the implementation of an educational information network to deliver career and educational referral and follow-up services to adults. Program objectives are to assist adults in making career decisions and in developing plans to implement these decisions. The objectives are carried out through individual counseling, telephone assistance, workshops/presentations, programmatic consultations with agencies and organizations, correspondence, and development and dissemination of information about career and educational opportunities.

During the first two years of operation, 4,189 adults have been served by ERS in the following ways:

In-Person Interviews	1,102
Telephone Assistance	904
Presentations/Workshops	2,080
Correspondence	67
Consultations	36

The concept of brokering has been the foundation upon which ERS is established. A brokering service presents adults with the complete

publication was developed by Education Referral Services. Financial assistance was obtained from the State Board for Technical and Comprehensive Education, the Office of Vocational Education in the State Department of Education, the Independent College Consortium, and Title I-B of the Higher Education Act of 1965 to help defray printing and distribution costs. The South Carolina Career Guide is now in its Third Edition, having been updated, revised, and expanded every year since 1979. Distribution of this 200-page publication is made to middle and secondary schools, postsecondary institutions, business and industry, adult education offices, libraries, churches, extension offices, and human service agencies. The Table of Contents reflects the wide range of information it presents:

Today's Work World

Alternatives to Postsecondary Schooling

Deciding on a Field of Study

Deciding on a Level of Training

Deciding on an Institution

Costs and Financial Aid

Getting a Job After Training

A Short Guide for Career Counselors

Training Sites in South Carolina

Jobs in South Carolina for Which Postsecondary Training is Available

This section on Training Sites in South Carolina presents information on public and private two- and four-year colleges, public and private vocational schools, state-approved sites for health services

training, state-approved barber schools, state-approved cosmetology schools, and Federal/State training agencies. The final section includes job titles and descriptions matched with level of training, training sites, employment trends and approximate earnings for the more than four hundred jobs listed.

Education Alliance

Education Referral Services played a major role in the creation of Columbia's Education Alliance, formed under the auspices of the Downtown Action Council of the Chamber of Commerce. The Alliance is an informal consortium composed of representatives from educational institutions and agencies providing educational programming within the city. Goals of the Alliance include information and resource sharing, joint planning and programming, and the promotion of the City of Columbia as an education center.

Currently, representatives from 22 institutions and agencies participate in the Alliance. (See Appendix to this paper for a listing of members.) Examples of projects include an informational supplement to the local newspaper highlighting the educational opportunities within the city and a Career and Life Planning Seminar designed to provide training for professionals working with adults. This seminar drew statewide participation. (A program agenda is included in the Appendix to this paper.) A current project of the Alliance is a business/industry needs assessment survey designed to obtain information from employers about employee training and educational needs that could be met by

APPENDIX

EDUCATION ALLIANCE
INSTITUTIONAL MEMBERS

1. Allen University
2. Baptist Medical Center
3. Benedict College
4. Clemson Extension
5. Columbia Bible College
6. Columbia College
7. Columbia Junior College
8. Columbia Museums of Art and Sciences
9. Columbia Urban League
10. Family Service Center
11. Junior Achievement
12. Junior League of Columbia
13. Midlands Technical College
14. Opportunities Industrialization Center
15. Richland County Public Library
16. Richland Memorial Hospital
17. Richland School District One
18. Riverbanks Zoo
19. South Carolina Department of Corrections
20. State Board for Technical and Comprehensive Education
21. University of South Carolina
22. YWCA

Downtown Action Council

Career and Life Planning with Adults
April 23, 1981
Wade Hampton Conference Center
University of South Carolina

A Program of the Education Alliance of the Downtown Action Council

---

8:30- 9:00 Mezzanine	Registration and Coffee	
9:00 Ballroom I	Welcome	Ms. Miriam L. Freeman, Co-chair Education Alliance Dr. John Duffy, System Vice President, Two Year Campuses and Continuing Education University of South Carolina
	Goal Setting	Dr. Connie Buford, Co-chair Education Alliance Mr. James L. Solomon, Jr. Coordinator of Facilities Planning South Carolina Commission on Higher Education
9:30	Career and Life Planning: An Overview	Ms. Linda Salane, Director Office of Career Planning University of South Carolina
10:30-10:45 Mezzanine	Break	
10:45 Ballroom 1	Adult Development: Implications for Life Planning	Dr. Kevin King, Counseling Psychologist Counseling and Human Development Center University of South Carolina
11:45	Useful Tools in Career and Life Planning	Dr. Marva Larrabee, Assistant Professor Department of Counselor Education University of South Carolina
1:00 Ballrooms 2 and 3	Lunch	

1:45 Ballroom 1	The World of Work in South Carolina	Mr. David Eldridge, Manager Manpower Resources Division State Development Board
2:45- 3:00 Mezzanine	Break	
3:00- 4:00	Discussion Groups: Issues and Implications for Practice	

Group 1 Millwood Room Reaching the Hard-to-Reach

Leaders: Rev. K.D. Pogue, Pastor
Ladson Presbyterian Church

Mr. Jerry Wingate
Lexington County Outreach Coordinator
Midlands Human Resources Development Commission

Group 2 Ballroom 1 Displaced Homemakers

Leader: Ms. Linda Elliott, Director
Women's Center
Midlands Technical College

Group 3 Executive Room Women in Non-Traditional Jobs

Leader: Dr. Annie Winstead
Sex Equity Consultant for Vocational Education
South Carolina Department of Education

Group 4 Palmetto Room Males at Mid-Life

Leader: Mr. Bob Taibbi, Coordinator
Individual, Marriage and Family Counseling Division
Family Service Center

Group 5 Rutledge Room Re-Entry Women

Leader: Ms. Marlena Lewis
Office of Continuing Education
Columbia College

Group 6 Forest Room Special Concerns in the Military

Leader: Mr. Harvey Banks, Counselor
Fort Jackson Army Education Center

Group 7 Ballroom 1 Two Career Families

Leader: Ms. Dorothy Fidler, Coordinator
Special Programs
University of South Carolina

Group 8 Ballroom 1 After High School, What?

Leader: Ms. Ellen Hayden, Curriculum Designer
South Carolina Department of Education

Group 9 Congaree Room Special Concerns of Minorities

Leader: Ms. Eva Njoku, Chair
Social Work Program
Benedict College

Group 10 Legion Room Young Adult Concerns

Leader: Mr. Cecil Barnes, Career Specialist
Midlands Technical College

Group 11 Moultrie Room Special Concerns of the Elderly

Leader: Ms. Keller Bumgardner
Director of Research
Study Committee on Aging
South Carolina General Assembly

4:00 Wrap-Up
Ballroom 1 Evaluation

4:30 Adjourn
Shuttle Buses leave from Gervais Street and return to College and Park Street Parking Area

---

WORKSHOP PLANNING SUB-COMMITTEE

Candy Baker, Columbia Museum of Art
Connie Buford, Richland School District 1

Ellen Cooper, Richland School District 1
Linda Dixon, Community Relations Council
Miriam Freeman, Educational Referral Services
Belinda Friedman, Columbia College
Aquilla Guy, Midlands Human Resources Development Commission
Rex Jarrell, Richland School District 1
Brad Jones, Midlands Technical College
Suzanne McLamrock, Richland County Public Library
Serena Staggers, Benedict College
Judy Stringer, Downtown Action Council
Martin Thompson, Ernst and Whinney
Reaver Weeks, Midlands Human Resources Development Commission

The Education Alliance extends a special word of appreciation to Ms. Betty Mikell, Wade Hampton Conference Coordinator, for expert handling of arrangements and to Dean John J. Powers for the use of the University of South Carolina Wade Hampton Conference Facilities. Many thanks also to Ms. Claudetta Johnson, Richland District 1, and Ms. Ann Yancy, Educational Referral Services, for their very valuable help.

tem with the Columbia campus as its center and eight additional two-and-four-year campuses located throughout the state. The University has a total enrollment of over 35,000 students. Approximately 27 percent of the undergraduate students are twenty-five years of age or older. An extensive Continuing Education Division offers credit and non-credit courses in the evening, on weekends, and by television and correspondence both on campus and in outreach settings. As one part of the Division of Two Year Campuses and Continuing Education, the Adult Learning Center includes the Mature Students Program, the Weekend Program and Educational Referral Services.

The Mature Students Program offers credit courses designed especially for adults 25 and older who are entering the University for the first time or returning to school after an absence. Credit courses are scheduled on Saturdays through the Weekend Program. The third component of the Adult Learning Center, Educational Referral Services, offers career and educational planning assistance for adults in the community.

ADMISSIONS TRAINING AT COE COLLEGE:

EASING THE TRANSITION FOR ADULT LEARNERS

Dot Hinman
Coe College
Cedar Rapids, Iowa

Recognizing that the needs of a prospective adult student are very different from those of a high school senior considering college, Coe College has changed admissions office practices to convey the message that we care about the needs of prospective adult learners. Coe is a small traditional liberal arts college: the majority of its 1,400 students come directly after graduating from high school, and live on campus. Coe is in an urban area with a population of 120,000; we have a three-year-old evening degree program designed for the working adult (day students are not permitted to take evening classes) with an enrollment of 200 students, and we have 100 adult students taking day classes.

Our admissions staff consists of a director and six counselors, all in their 20's, and very competent in meeting the needs of 18-year-old prospective students. When I came to Coe from a traditional admissions background at another college, it was to a new position as Coordinator of Continuing Education. My age (50) and my experience as a nontraditional student were definite assets. I felt it was very important to have my office located in the admissions area, so that I could serve as a first contact for adults who seek information. Half of these adults come to our admissions office on a walk-in basis, without making an

NEVER TOO LATE: THE CASE FOR ADULT LEARNING

produced by

The University of South Carolina

in cooperation with:

Benedict College
Columbia College
Midlands Technical College
South Carolina Program Assistance Line

This 25-minute videotape production focuses on the need for lifelong learning through the eyes of seven adults who have successfully chosen to return to school. Through state-wide use we hope to reach adults who need or desire to continue their education with information about South Carolina's educational resources and the special services designed for adult learners. The message to the viewer is five-fold:

(1) Many adults in South Carolina are going back to school.

(2) Here are some people like you who have been successful in returning to school and here are some ways they have gone about it.

(3) You too can continue your education as a means of upgrading skills, developing new skills, getting a job, getting a better job, or enjoying leisure time.

(4) There are a variety of educational programs available in South Carolina to help you go back to school.

(5) It's never too late to learn!

Directed and Edited by
Mike Sox

Written and Narrated by
John Wrisley

For further information, contact:

Miriam L. Freeman, Director
Adult Learning Center
University of South Carolina
1728 College Street
Columbia, SC 29208
(803) 777-7865

COOPERATING INSTITUTIONS

Benedict College is a private, independent, senior liberal arts college, with a predominantly Black enrollment. In addition to programs for traditional students, an Evening Program is offered for adults. A recent addition has been the development of an off-campus academic program in a rural area of the county.

Columbia College is a private, independent, church-related liberal arts college for women operated by the Methodist Conference of South Carolina. It confers the degrees of Bachelor of Arts and Bachelor of Music. Women twenty-three and older can enroll as Continuing Education Students during the day. Adult women may also pursue courses leading to the Bachelor of Arts Degree in Business Administration or Public Affairs through the Women's Evening College.

Midlands Technical College is a two-year degree granting technical college serving a student body of approximately 5,700 curriculum students per quarter and providing continuing education courses for an additional 3,500 students per quarter. Its academic program includes technical/vocational education, college transfer, continuing education, developmental education, and industrial service.

The University of South Carolina is a publicly supported comprehensive institution serving South Carolina through a state-wide university sys-

appointment, to "pick up some information about going back to college". For many, taking this first step may have required several years of thinking about returning to college, worrying about whether they could still learn, and gathering reassurance and support for their decision. Admissions counselors used to dealing with 18-year-olds and not sensitive to the needs of returning adults can quickly discourage them by not realizing that at this stage it is more important to provide encouragement than factual information. On the other hand, talking with a 50-year-old woman who understands what adult learners are feeling because she has gone through the same thing, can make a difference in the prospective adult student's feelings about the college.

Because I'm not always able to talk with each adult student who comes into our office, we trained the other admissions staff members to work effectively with older students. We identified several areas where needs and information differ: financial aid; information on part-time status, both day and evening; transfer policy and transcript evaluation, especially evaluation of old transcripts; special services available to adult students, such as academic and career guidance and help with study skills; special admissions procedures; and most importantly, a sensitivity to the problems and barriers encountered by adults who have been away from classes for a number of years. More than 18-year-olds, these adults need reassurance, support and encouragement, and an opportunity to talk about the problems they expect to encounter. Research into the decision-making process for adults returning to col-

lege indicates that there is a large gap between the "interest" and "commitment" stages. An important part of moving the adult through this gap is providing an opportunity to talk through the decision and problems involved in the transition: if the students can be given time both during the admissions interview and in subsequent follow-up phone calls to talk about their feelings and their decisions, they are more likely to make the commitment to enroll.

In addition to the factual information the admissions staff needed, we felt they needed background to be able to meet the emotional needs of these students. The staff needed to be aware of the importance of listening, to be sensitive to the problems faced by the returning adult, and lastly, to understand the need for support and encouragement, for "warm fuzzies".

The first year I met with all of the admissions staff as a part of the fall planning session; in subsequent years, I've met only with the new staff as a part of their training program. The training consists of two parts: The first reviews material in their manual about specific information needed by returning adults, and a summary sheet to be used for quick reference. The second part is designed to increase the staff's awareness of the continuing education student as a person with very specific needs that should be met in a first contact with a prospective college.

Some of the informational topics covered deal with the specific problems of the returning student. Financing college expenses looms large in the problem category, and is usually listed as the major barrier preventing resumption of education. A single person with no dependents may make an independent decision to commit funds, but a member of a family deciding to commit funds must consider the impact on the family if those funds are used for one person's education. Because of the way in which financial aid eligibility is computed, an independent student usually qualifies for less financial aid than a dependent student with the same financial resources. It is important for an admissions counselor to understand not only the procedure for applying for financial aid, but also the alternative forms of aid that are available. Is there a school discount for persons over a particular age? Does your state have a guaranteed student loan program for which an adult student may qualify? Are there local organizations that sponsor scholarships for adults returning to college? Do local employers provide tuition reimbursement for their employees? Are there national programs the person might qualify for (such as the Clairol Scholarships or the Business and Professional Women's Scholarships)? Since many adult students attend school part-time, the staff member needs to be aware of the costs of part-time study, the fees and financial aid for part-time students, the procedures for applying for veterans' benefits, and so forth.

Since most adult students have had some previous college work, the

admissions counselor should know how transcripts are evaluated (is there a limit on how old previous college work may be?), and the college should let the student know in the early stages of the admissions process how much more coursework will be required to complete a degree. Are there specific requirements for transfers (a certain number of courses in the major to be completed at the degree-granting college)? Are there specific requirements within departments concerning old course credits within the major (some state departments of instruction require that courses required for certification be no more than 10 years old)?

Because many prospective adult students are unsure of career goals, have rusty study skills, and are very concerned about whether they will be able to compete, the admissions counselor should stress the availability of support services, such as workshops on study skills, test taking, and paper writing, as well as help with career planning. Some may need more extensive help in planning their first courses than would be given in a pre-registration advising session. If the institution can provide this help, it is useful to let the prospective student know. Some may have been away from the academic environment long enough that they may need explanation of such programs as internships, exploratory term, 4-1-4, and so on.

Many colleges have special admissions procedures for older students; if so, the admissions staff member needs to be familiar with them. For

example, we suggest that adults who have had poor college experiences as 18-year-olds but who now appear capable and motivated consider starting as nondegree students; if they satisfactorily complete two classes with Cs or better, than we transfer them to degree status.

Our evening students have very specific questions about the majors offered in the evening (business, accounting, computer science and interdisciplinary studies), and we have found it useful for counselors to be aware of the degree requirements in these areas and of the courses offered through the evening program. By the end of the training session, the counselors at least have a general background in these areas important to the returning student, and have a ready reference in their training manual.

The second part of the training session is designed to help admissions staff members understand what it is like to be a 40-year-old adult considering a return to college. I've talked to them about my own feelings and experiences as a nontraditional student in the past; others might bring in a panel of current adult students to discuss their feelings about returning to college. Emphasis is placed on common fears and ways of countering these with facts (one-third of all college students are over 25; adult students tend to do better than their 18-year-old counterparts, with grade point averages a point or more higher). It is important that the admissions counselor understand that regardless of how competent the adult is in his or her job, entry into a classroom

where one will be graded on one's intellectual ability can be very threatening. An 18-year-old is used to classes and grades; higher education involves only a move to a new location and more challenging work in the same context. For adults, higher education means moving from a working situation in which they are competent, secure and in control to a totally unfamiliar setting where they are no longer in control, and where they know they will be graded on their ability to compete intellectually while operating with skills that may be rusty from disuse. While 18-year-olds have many friends in college and preparing for college, prospective adult learners may not know others who already have taken this step, and may have friends who feel they are "weird" for wanting to return to school. They may be concerned about their families' and friends' reaction to the decision and may need help with feelings of guilt for using family funds for continuing their education. Obviously, not every adult returning to college has all of these concerns, but it is important for the counselor to understand, and to give a prospective student an opportunity to talk through any problems. Openers such as, "It can really be scary to start taking classes after being away from a campus for a number of years," or "Have you had a chance to talk with any other adults who are taking classes? You might want to meet one of our current students..." can help break the ice. I've encouraged our staff to use me as an example: I've set a record, I think, in taking 23 years to get a B.A.

By the time our training session is over, the new counselor at

least has an awareness of adult students' concerns, and understands the importance of being reassuring and supportive of the adult's decision to continue his or her education. Other ways we try to provide "warm fuzzies" include having coffee and tea available, and providing adult tour guides if the student would like a tour of the campus (our enrolled adults have volunteered to do this; it serves not only to give a more realistic approach to the campus for the adult student but also provides an opportunity to get good information on what it's like to be an adult student). It also is important for anyone who answers phones or meets visitors in the Admissions Office (as well as those who work in the Business, Financial Aid, and Registrar's Offices) to understand the importance of being warm and supportive when dealing with adult students, and to understand how adults feel as they make the transition back into academia. It is easy to be too busy to listen; the schools that are most successful in attracting and retaining adult students are the ones who take the time to care about these students as individuals. The time spent initially in making them feel as comfortable on campus as our traditional students is well worth taking to add to the campus community a group of highly motivated enthusiastic students who do very well academically.

and "Would the training require special facilities or machinery?" After all the information is gathered and analyzed, the B/II Coordinator discusses the needs that have been designated with appropriate college personnel (i.e., Division Chairpersons, Director Adult/Continuing Education), and then a qualified presenter is identified and contacted.

Step 3: Program Preparation

After the presenter has been identified and contacted, a three-way meeting is arranged between the CLC presenter, the B/II Coordinator, and the company representatives to discuss the content of the training course and the schedule. Variables such as seasonal production, coordination of employees from different shifts, and the economy of the state all come into play in determining when (or if) a course is to be scheduled. Following the meetings, a proposal is submitted to the company confirming content, schedule, presenter, and course cost, with a contract to be signed upon acceptance of the proposal. If the course is for college transfer credit, the same process is followed, omitting the discussion of course content, which is already established. Considerations such as facilities, equipment (i.e, blackboards, audiovisual material), registration, and company security clearance are also part of the pre-program arrangements.

Step 4: Advertising

Advertising plays a major role in the success of an in-plant

program, particularly where large companies are involved. Bulletin boards, newsletters, flyers and brochures may be utilized to disseminate information, preferably one month in advance of the course. In most cases, employees are required to attend credit-free programs by their organization, but have the option if the course is for college transfer credit.

Step 5: Implementation, Evaluation and Feedback

When the program is actually implemented, the B/II Coordinator is on-site the first day to register students and to introduce the CLC presenter. Upon completion of the program, students fill out evaluations on the presenter and course content and this information is given to the B/II Coordinator, the CLC presenter, and the management. A review and follow-up are conducted by the Coordinator, using evaluation feedback to redesign or alter the program if necessary, and to inform the presenter on how he/she and the course materials were received.

These five steps are only a part of the total procedure necessary for a successful program. Equally important is the exposure gained through local organizations such as Chambers of Commerce and Personnel and Training groups. Attending community functions can help to maintain a rapport with local company personnel and also to make the B/II and the College visible in the community. Other avenues for publicity include blanket approaches such as informational brochure mailings, speaking engagements, word-of-mouth information passed along by college personnel or the business community,

and write-ups in business/industry newsletters.

The Business/Industrial Institute also offers a program in conjunction with the Department of Adult, Vocational and Technical Education, Illinois State Board of Education. The High Impact Training Services (HITS) allows companies that are new or expanding to obtain funds for the training of their new employees. These funds are available through the State of Illinois and are coordinated by the CLC Business/Industrial Institute. The same in-plant implementing method is used for these programs, with allowances for the information and forms required by the state.

Business and industry are becoming increasingly aware that employee training is crucial to their survival and that the cost of training is offset by increases in production, improved employee morale, and numerous other tangible and intangible benefits. For example, training and developing clerical employees will help to ensure the company that personnel will be qualified and available when advanced positions become vacant. Not only does this training allow for selection to fill a position, but CLC can give a ranked list of employees' performance to be used as concrete validation for selection for any affirmative action plan. Colleges everywhere can offer the business sector not only inexpensive training programs, but most importantly, effective training programs which will have a positive, lasting impact on many employees and organizations.

A CAREER PLANNING WORKSHOP FOR ADULTS

Beryl J. Heidorn
Pace University
Pleasantville, New York

University/Department Profile

Pace University is an independent, coeducational, fully accredited, nonsectarian institution with a four-campus enrollment of approximately 26,000 students. The University campuses are located in lower- and mid-Manhattan in New York City, and in Pleasantville/Briarcliff and White Plains in Westchester County. The Pleasantville/Briarcliff campus - the official home of the New Directions Program - has an undergraduate enrollment of approximately 5,000 students, one-third of whom are over the age of 25.

The New Directions Program is a support program developed to help adults who are beginning or returning to college. It provides preadmission counseling, ongoing academic and career counseling, and special workshops designed to ease the transition back to the classroom. New Directions is a program of University College, the division which serves the needs of adult students on all Pace campuses.

Workshop Overview

As an outreach to the community and a service to potential adult students, New Directions offered a free two-session career planning workshop during January, 1981. The purpose was to provide an opportunity for participants to explore career and lifelong learning possibilities and to learn how Pace could help them realize their career

goals.

The workshop was held for five hours on two consecutive Mondays. The first day focused on self-assessment and on the decision making processes involved in career planning. The second day consisted of observation of ongoing classes, followed by an orientation to programs and services available at the University.

SCHEDULE

Session I

9 a.m. - 12 noon

Coffee and Welcome

Factors and Strategies

in Career Planning

12 noon - 1 p.m.

Lunch

1 p.m. - 3 p.m.

Skills Identification

Session II

9 a.m. - 9:30 a.m.

Coffee and Wrap-up

of Last Session

9:30 a.m. - 11:30 a.m.

Class Visit

11:30 a.m. - 12:30 p.m.

Lunch

12:30 p.m. - 3 p.m.

Matching Pace Programs to

Lifelong Learning Goals

New Degrees for Today's Adults

Inside Information:
Financial Aid and Admissions

Sharing Experiences

Session I. The first morning session opened with a discussion of career planning factors and strategies. Exercises and handouts related to decision making stimulated discussion and encouraged the participants to consider their personal decision making styles.

After lunch, the participants were guided through a reflective look at their past experiences, and were assisted in identifying skills related to those experiences. Personality and interests were explored, and Holland's Theory of Vocational Choice was introduced. A job list which integrates the personality - interest categories was distributed and discussed. Investigations related to occupational qualifications, rewards, exploration, education, training, and experiences were examined briefly to give the participants guidelines on how to evaluate occupations to meet their needs.

Session II. One week later, session II was held. A brief wrap-up of the previous session provided additional resources and some answers to outstanding questions. A bibliography of related reading was distributed.

The focus of this session was on class visits and an overview of Pace programs. Information regarding admissions procedures, financial aid and student services was provided by representatives of the appropriate offices. Adult students currently attending the University participated in the final hour by sharing their experiences.

Leaders. Leaders for the first session were from the Counseling, Career Planning, and Placement Office and the Psychology Department. They were

selected for their knowledge of career planning as it relates to the adult population.

Representatives of student services departments gave brief presentations on admissions procedures, financial aid, counseling, academic advisement, and programs of study available at Pace.

Visits to Classes. The class visits, which were enthusiastically received, were designed to give potential students an opportunity to observe college level classes in session and to experience the return to the classroom.

The courses for observation were chosen on the basis of these criteria: (1) the instructor had previously indicated an interest in and understanding of the adult student population; (2) the topic and course material were of interest to adults in transition; and (3) there were no exams or student presentations being given at that session. Each professor was asked well in advance of the workshop to have four to six workshop participants join the class. A maximum of six visitors was permitted in each class to minimize the disruption to the ongoing class.

Workshop participants were given the opportunity to visit two classes during a 90-minute period (45 minutes in each class.) They were asked to choose two classes from a list of six available to them. Topics included economics, history, psychology, and literature. The visitors were escorted to the classroom, introduced to the professor and then became part of the class. After 45 minutes, the visitors

about the program actually enroll.

Applicants are encouraged to come to the office for a personal interview. Some 80% of the students who enroll have had an interview, which frequently provides an occasion to help the student clarify her goals, priorities, and potential problems. For many uncertain students, this one-on-one exchange is the final factor influencing her decision to attend Cedar Crest.

The PORTAL application form is simple and concise. No SAT's or personal recommendations are required for admission; instead the prognosis for success in college is made on an individual basis and takes into account the interview, and the student's objectives, motivation, and life experiences. Transcripts from high school and any previous college work are required only at the time of matriculation.

Who Are The PORTALs?

If a "typical" PORTAL existed, she would be 34 years of age, married, a local resident, employed at least half-time outside the home, and a mother. She would probably be a Nursing or Business Administration major and have an excellent grade point average. She would most likely attend daytime classes; however, the trend to enroll in the Evening/Weekend College is increasing.

Of course, the program does not include any "average" women. It is comprised of real people who make significant changes in their lives in order to accomodate the demands of higher educa-

tion. Happily, virtually all of the participants seem glad they came, as the following quotes indicate:

> "The PORTAL Program has enabled me to realize an ambition that would have been impossible before its inception. I am now a teacher!"
>
> "I am grateful for the PORTAL Program at Cedar Crest. It has allowed me to resume my education in a lovely, supportive setting. I found many new friends--my own age and younger students, too."
>
> "At middle age I feel extremely fortunate to have the opportunity to take a completely new direction with my life, pursuing different educational and career goals the second time around. The PORTAL program at Cedar Crest has made it possible for me to do this."

APPENDIX

of Nursing, the mutual support of the recruitment and counseling effort by Nursing and Continuing Education is one of the program's strengths. Staff from these two offices evaluate transfer credits for students and assist them in course selection. Counseling and registration sessions are held six times a year at each extension location. The Office of Continuing Education also provides support for the clerical management of registration, financial aid, and records.

Lewis University seeks to offer the returning RN both high-quality education and convenience. Classes are scheduled one day a week at each off-campus site, with at least two classes held back-to-back. This allows a student to complete six hours of coursework per semester by attending class one day a week. Course needs are assessed each semester in order to serve the population at each site as well as possible. It is usually possible for a student to complete most of his other coursework at the preferred location. However, an attempt is made to assign different class days to each site to enable students to attend courses at more than one site and thereby accelerate their progress.

RNs coming to Lewis must complete the same requirements for their degrees as traditional four-year students. When an RN enters the program, most previous credits from fully accredited colleges or universities are accepted in transfer. An official evaluation of transfer credit is prepared so that the RN knows exactly which requirements remain to complete the BSN degree. Valid and reliable proficiency exams have also been developed which allow the RN to challenge up to thirty credits of the forty-four required in nursing science.

national literature, since business people credit The New York Times, The Wall Street Journal, Harvard Business Review, and Forbes magazine in a way that they do not credit The Journal of Higher Education and other educational periodicals. As a result, each audience should be considered separately, and sources should be cited that will be credible for each. After outlining national trends, the local campus can be compared with the national picture.

Our campus conducts continual research on its adult students. Thus, we are able to furnish local audiences with a scientific profile of the demographics of our adult student population, along with information regarding that segment's personal goals and academic motivation, pace toward a degree, typical events that triggered the return to campus, and academic success compared to the achievements of traditional age students.

But how is this a recruitment tool? First, it provides positive university-community relations. Second, public appearances encourage follow-up phone calls from audience members as well as from people to whom they make referrals. An inquiry is easier if the inquirer does not have to deal with a stranger. Because community members know me, they feel comfortable calling or stopping by with questions and concerns about returning to school. Finally, a speaker's enthusiasm for the University, its programs and services, is contagious. The underlying message is, "Good things are happening at UWGB, and our mission is to serve the community." This is an effective way to convey the message

interviews (an invaluable aid when the adviser needs to recall and confirm his past interactions with a student). The effort to create this kind of continuity and relatedness requires a great deal of clerical support and the commitment of advisers to keep good records. But the efforts pay off with better advisement and a greater sense of the student's belonging to the institution and to our Division.

Just before each semester begins the Division sponsors four evenings of open and walk-in advisement staffed by five to eight of the College's advisers, directors, deans, faculty or chairmen, plus the necessary clerical support. These sessions are held in the administration building rather than the Division offices so that students can go directly from advisement to registration, as well as obtain I.D. cards, parking permits, and other paraphernalia. The goal of these evenings is to make it possible for the student to have a review of his progress, obtain advice, and register for courses all in one stop. An informal orientation program also takes place during these evenings.

A more intrusive kind of advisement has come about through the use of a computer generated progress card system, now going into its fifth semester. The idea for this system came from the College's freshman advising office and was easily adapted for use in Continuing Studies. The system works as follows:

a. Five weeks into a semester our office creates a category list of all students for whom we want progress cards. Typically this group includes new students in their first semester of

October 1	Prepare and distribute PORTAL or Continuing Education newsletter
	Begin work on PORTAL Preview
October 7	Schedule and plan holiday party
November 1	Recruit at local community colleges
	Hold Brown Bag Lunch
November 7	Hold PORTAL Preview
December 7	Holiday party
December 14	Plan orientation
	Send a letter to PORTALs describing orientation and registration
January 14	Orientation
	Applications; registration continues
January 21	Request PORTAL class list from faculty
	Coffee Hour
	Complete paperwork as above
February 7	Prepare and distribute newsletter, including graduation information and application for Advisory Committee
February 14	Send congratulatory notes for Dean's List and graduating seniors
March 1	Prepare PORTAL Preview
	Hold Brown Bag Lunch
	Followup on graduating students
April 1	Select Advisory Committee members for the coming year
April 14	Hold PORTAL Preview

environment.

Recruitment and Retention Practices: Some General Principles

The recruitment and retention efforts described below illustrate several very central and obvious points. One is that the College has been fair in giving the Continuing Studies Division the human and fiscal resources to accomplish its mission in the personalized and human-centered way that has characterized Canisius College since its inception. Compared to many adult and continuing education programs at colleges of similar size, our staff, physical space, clerical support, and budgets are quite substantial.

Obviously not all our personnel devote themselves full-time to the recruitment, advisement, and retention of adult students. In fact, the Continuing Studies Division has many other clients, including a very large (approximately 200 students per year) provisional admissions program for students just out of high school who have not been admitted to the Day Division. These students demand a great portion of the recruiters' and advisers' time. In addition, as will be suggested below, the recruitment office is responsible for generating enrollment for many other divisions of the College and for representing the college to the public marketplace. The entire College - all its divisions and schools - is made known by and benefits from that presentation.

Despite divisions of labor and overlapping responsibilities, no fewer than nine full-time professionals from the Continuing Studies Division devote some portion of their time to recruiting and advising

Not surprisingly, most courses are job-related--e.g., Supervisory Development, Business Communications, Organizational Psychology--although the University has tried in recent years to include at least one liberal arts option each semester.

To bring organization, direction, and recognition of employee achievement to the IRS program, the University and Center administrators agreed in Fall 1977, to offer a "Supervisory Development Certificate" upon the completion of 15 semester hours with a minimum G.P.A. of 2.0. With more and more Center employees completing the 15 hours and looking to the next step on the educational ladder, an Advanced Public Supervision Certificate was offered for those who successfully took 36 credit hours. Required courses were included in the curriculum designed for the two certificate programs. For example, to receive the basic certificate, one had to complete Human Relations and Supervisory Development, and for the Advanced Certificate, students were required to take American Politics and Introduction to Public Administration.

In the Fall 1979, term an IRS Training Branch representative, the Chairperson of the Department of Public Administration, and the Dean of Community Research and Services (the University office responsible for off-campus programs) examined the certificate programs and concluded that the steps between the two existing programs might be too great to maintain student interest. Consequently, a three-step certificate program was designed and approved by the University Curriculum Committee. At present, then, an adult employee of the Center may earn the following

May 1	Get student and staff input for PORTAL Tips and prepare brochure for coming year
	Prepare and distribute newsletter
May 21	Send contratulatory notes for Dean's List, graduation and honors
June, July	Finalize planning for year
	Begin interviewing new students

Several of these events merit additional description. The PORTAL Orientation, for example, is scheduled immediately prior to the beginning of the fall and spring semesters. It is held at the College's Women's Center and offers a chance for new students to get acquainted with each other and the campus and frequently marks the beginning of their peer support system. Orientation includes the following:

1. A welcome from the PORTAL Coordinator
2. A description of what to expect as a new student at Cedar Crest College
3. Presentations by the Career Planning and Academic Support Offices
4. Campus tours let by current PORTALs
5. I.D. Photos; a chance to shop in the College bookstore
6. Lunch

The PORTAL Preview, a sort of open house, is designed as a recruiting device.

The Preview includes the following:

1. Welcome from Vice President for Academic Affairs

and Director of Continuing Education

2. Remarks by PORTAL Coordinator
3. Panel by current PORTALs, describing their experience at Cedar Crest
4. Class visitation (Participants chose one class from a list of approximately twelve)
5. Campus tours, led by current PORTALS
6. Wrap-up and question/answer session
7. Availability of child care through the College's Playroom

Probably the most important element of the Preview is the student panel, during which past and current PORTALs speak extemporaneously about themselves, their reasons for going to college, their problems, and their solutions. A conscious effort is made to have the composition of the panel reflect a variety of backgrounds, ages, and fields of study. The presentations are frequently highly personal--and effective. The panel discussion brings out many of the concerns shared by these women and seems to provide the impetus for many attendees to finally take the step to enter college. On the average, over 60% of those attending the Preview eventually enroll at Cedar Crest. It should be noted, however, that some women have attended two or three Previews before finding the courage to apply.

Events such as the brown bag lunches, coffee hours, and holiday parties are primarily social opportunities for the students. These activities are free and very popular with those who attend;

adult students. The senior officials of the College have recognized and accepted that our very different kinds of activities and the very different kinds of clients and students in our programs require us to be more labor intensive in administrative areas. In simple terms, the College accepts the variety and diversity within the Continuing Studies Division and devotes the necessary person-power to the task. The end-product of this acceptance is a greater opportunity for us to deal with our students individually. An implicit warning is here for other institutions: a college should not pursue the adult market unless it is ready to pay the costs of high-intensity labor for recruitment and advisement purposes.

A second important principle is that the college's advisement system must try to respect the logic and pace of the learner's actions and decisions at least as much as it respects its own timetable and operations calendar. From the learner's point of view the long process of deciding to attend college, requesting information, estimating the impact on job and family, filling out forms, orienting himself or herself, getting advisement, possibly taking screening tests, registering for class, and finally going off to class may be quite simply overwhelming. From the college's point of view the student's actions (or lack of actions) may appear idiosyncratic, recursive, saltatory, and actually irrational. The college needs to be there to guide the student at all times, but not force him or her to rush to the next step. On the other hand, the college advisement system needs to prevent the

rash judgment or snap decision that might lead the student to college without sufficient consideration of all the problems and tasks involved.

In brief, the whole task of advising adults who are thinking about college is one of almost infinite subtlety and complexity. In the long run, the successful adult student will have to adapt to the pace and style of learning that the college requires. But in the short run, the advisement process should respect whatever reasonable pace the potential student seems to need.

The sections below describe the practical methods used by the two most important offices in the Continuing Studies Division that provide face-to-face advisement. It is important to recognize that the roles of recruiter and adviser are a distinction that the college makes but one that the student frequently does not make. When the student calls, or writes, or comes to the college, or visits a table or booth on information night, the student interacts with a person who represents all facets of the college. When a student decides to enroll, he or she is not conscious of passing through a system of recruitment, advisement, financial aid, registration, orientation, and finally instruction. The student is simply meeting people, one by one, who are supposed to answer questions and solve problems. We have tried to inculcate in our staff this notion: the student is not a piece in a system but rather is a person meeting other people, all of whom should be ready to serve the student's goal of becoming a more educated person.

certificates from the University: Supervisory Development Certificate I (15 hours); Supervisory Development Certificate II (27 hours); and Public Service Certificate (45 hours). If an employee completes successfully the Public Service Certificate, he or she is less than 20 credit hours from earning an associate degree in certain University departments. Even without that incentive, which became available only in Fall 1981, several employees have progressed from credits and certificates earned at the Center to associate and bachelor's degrees at the University.

From the University's perspective, the crucial factor in the success of this program is the program coordinator in the Center's Training Branch. As liaison between the University and Center employees, that person works with the institution in identifying courses and designing programs that meet the professional needs of employees. Simultaneously, he or she is the on-site promoter of the program. Through in-house memos and constant availability, the coordinator informs employees about programs, and answers--or seeks answers-- to questions and concerns they have about the curriculum.

The Center's chief administrator demonstrates visible support of the program, and this, too, encourages employee participation. Of particular importance are the remarks he offers at the spring certificate awards ceremony. Those remarks emphasize the program's value to employees who have yet to take classes.

The University attempts to make participation in the certificate programs as attractive as possible. Sensing the institution's

commitment to this outreach effort, departments assign good teaching faculty to the Center. The faculty adapts teaching methodologies suitable to the setting, but never compromises the quality of work expected of the students. Registration is held during the second class at the Center. Books are sold to the students on site as well.

As a Federal installation, the Covington IRS Center ought to be a good location for attracting employees from other area federal offices to our programs. But it is not, largely because of tight security regulations in effect at the Center. The faculty must be cleared by security personnel prior to each class. One way of avoiding security issues is to offer classes in a building adjacent to the Center.

The other "problems" posed by the Center programs are largely curricular. Employees continue to resist enrollment in liberal arts classes. We offer at least one each semester, because we want to give those who pursue their education beyond the certificate programs the opportunity to meet requirements for an associate or bachelor's degree. Secondly, we believe that liberal arts courses are an integral part of the educational experience of any student. Liberal arts courses with low enrollments are offered in the hope that the experience of a few with history, English or political science will be spread to others who will enroll in subsequent years.

In the late 70s, the University launched another off-campus program at Rockwell International, Inc., in Florence Industrial Park. The initiative for the program came not from the University but from a

Proficiency exams are scheduled monthly on Saturdays throughout each semester and provide the rare occasions when the RNs travel to the main campus. Thus, RNs receive credit for previously attained competencies and are then able to select course offerings to fill in their individual learning needs. While these adult learners are accountable for the same level of mastery and skill as traditional students, each can begin at an individualized starting point.

Many of the courses scheduled off-campus are support courses for the BSN degree. As a pool of students at any off-campus location becomes ready for nursing coursework, nursing courses are then scheduled for that site. All courses are rotated from site to site within the consortium, depending on student needs. The off-campus courses are regularly evaluated in terms of program quality, content, and availability. Consortium members also provide valuable feedback on the operation of extension services, especially class times, facilities, and logistics.

Since problems may arise when part-time or newly recruited faculty are used in an extension program, all faculty assigned to off-campus sites have full-time College of Nursing appointments and have been affiliated with the College for at least two years. College of Nursing faculty exercise their traditional role in curriculum, implementation, and evaluation, and overwhelmingly endorse the extension concept. Whenever faculty teach off-campus as part of their full-time load, they are reimbursed for mileage from home to the off-campus site. Their support gives great impetus to the program.

The delivery of the off-campus program is enhanced by a recent project to develop self-paced clinicals according to the self-identified needs of adult learners. An RN in the off-campus program has the option of sharing a clinical experience with traditional students or working independently on the same clinical and course objectives. Skills which RNs have already gained are thereby expanded, rather than repeated, in a flexible format which is designed in great part by the student. Because the RN designs his/her own clinical hours, continuation of part- or full-time employment is possible. The RN also identifies, with the concurrence of the faculty clinical coordinator, a master's prepared nurse to serve as a preceptor in the self-directed clinical.

The majority of students enrolled at the extension site are employees of that hospital or a hospital nearby. However, registration is open to other Lewis University students. Many main campus students who are residents of the designated service areas take advantage of the proximity of these course offerings to avoid additional commuting to the Romeoville campus.

The RANE program is more than just a nursing program offered off-campus. Care is taken by faculty, staff, and counseling personnel to develop attitudes appropriate to meeting the needs of the adult student. Dealings with mature learners must be flexible and collegial--in keeping with the mission of the baccalaureate completion program itself. This mission is to develop a professional posture on the part of the RN, not to simply expand the RN's technical skills. BSN graduates today will

however, only approximately 20% of the PORTALs are likely to participate.

Virtually everything included on the PORTAL calendar, ranging from the Preview to the congratulatory letters, has a similar purpose: to make each PORTAL feel as if she is an integral part of Cedar Crest College.

Marketing

Becasue the PORTAL program enjoyes a relatively high level of name recognition throughout the local community, the College does not invest in an extensive advertising campaign to attract new students. In fact, surveys have shown that as many as 40% of the students enrolled in a given semester heard about the program through conversation with friends or current PORTALs. Articles in local newspapers are cited as the second most frequent means of learning about the PORTAL program; in the last survey, 16% of the students chose this response. Newspaper and radio advertising each received a 2% response rate.

Mailings are used frequently to describe PORTAL and its events. Mailing lists incorporate the following types of local organizations:

Women's Groups
Service Agencies
Day Care Centers
Newcomers Clubs
Churches
Businesses

Hospitals
Nursing Homes

Whenever possible, Continuing Education staff members also utilize free publicity. They appear on local television and radio shows, speak at service club meetings, recruit at community colleges, and write public service announcements.

Among the publications devoted to PORTAL, there is an almost equal division between those used for recruiting and those written for enrolled students. The general PORTAL brochure, the Preview program, and the brochure describing the B.S. Program for registered nurses are all used to acquaint the public with PORTAL. These brochures are aimed specifically at adult women and include photos and stories of current PORTALs or graduates with whom potential students might identify. Newsletters, PORTAL Tips, and a student handbook are designed for use by enrolled PORTAL students.

Information about PORTAL is disseminated on campus through posters, flyers, newsletters, and a PORTAL bulletin board. Each PORTAL student has a mailbox in the Continuing Education office.

Admissions Procedures

When a potential student contacts the PORTAL office, she is mailed a packet of information that includes a cover letter, an application, the brochures described above, and any special interest materials (such as information about financial aid, CLEP, the experiential learning program). Approximately 20% of those who inquire

The Office of Student Recruitment

Undoubtedly the most important addition to our operation in the past three years has been the creation of a central Office of Student Recruitment charged with the special responsibility of attracting and referring students to diverse programs, including all of the Continuing Studies Division's activities, the provisional admission programs, the graduate courses in the Department of Education, and the Master's Degree in Business. For this office, the College was careful to hire professionals with expertise in marketing college programs; the psychological and sociological backgrounds and realities of adult learners; and the administrative, academic, and financial systems of the College. The paragraphs below elaborate some of the marketing and recruitment strategies the Office of Student Recruitment uses in its efforts to attract specifically the adult learner.

The marketing campaign for adult students has featured both "shotgun" and "rifle" tactics. The former include full-page newspaper ads and inserts that describe the entire scope of the Continuing Studies Division activities. The latter include specific ads in the culture and entertainment sections for programs designed for a more particular student group (i.e., women, veterans, returning stopouts, employed professionals, associate degree holders). Recently we have purchased radio time on the stations featuring adult-contemporary formats, focusing most of the advertisements in morning and afternoon drive time. These radio spots are directed to one of the target groups. Plans for

member of Rockwell's Personnel Department. Personnel had decided to invite a University to offer on-site classes for the company's 240 employees. While registering for classes at NKU, a Rockwell personnel staff member approached a member of the University's Cooperative Education department and described the company's interest in classes. The Coop Education representative passed the request on to the Dean of Community Research and Services, who contacted Rockwell, expressed interest in meeting Rockwell's needs, and set up a meeting.

At the initial meeting, the personnel representative presented a profile of Rockwell's 240 employees, and it was agreed that the best way to attract employees was by offering classes in professional studies disciplines, with particular emphasis on business. The chairperson of business administration participated at a subsequent meeting at which four potential offerings were identified. The Rockwell staff person who acted as liaison between the University and the company surveyed the employees and identified the two classes which appeared to be in the greatest demand.

After that unexpected beginning, the University has continued to offer two classes each term at Rockwell. Combined enrollment in the two has averaged 40-45, with the enrollments in professional studies courses more than compensating for the low interest in the occasional liberal arts classes offered. Incentives for employee participation include not only demonstration of interest in, and concern for, professional development and growth, but also tuition reimbursement by the company for each course completed successfully.

significantly increase the professionalization of nursing. Thus, Lewis University's program is playing a vital role in expanding opportunities to good nurses who wish to enhance their professional training.

APPENDIX

next year include TV spots as well as newspaper and radio campaigns. All of these advertisements are distinguished by understatement and intelligent maturity, and they are all congruent with the College's image of itself, as well as with the current theme of the school's Day Division admission materials: "Because there's no substitute for quality."

Response from any of these sources is handled in the following way:

1. A phone call is made by a recruitment counselor to the prospective student to answer any immediate questions and to encourage an on-campus interview. No mailings are sent at this time.
2. The on-campus interview with the recruitment counselor has been shown to be the single most productive and most responsible way the College has of representing itself to potential adult students. In addition to the usual extensive question and answer session, this meeting usually includes the hand-out of materials and pamphlets that describe programs as well as general literature such as the "How to Cope Book," a "See What We Can Do For You" manual, an application blank, and a catalogue.
3. If the potential student does not make an appointment for an on-campus interview, he or she receives a follow-up phone call. If still no appointment is made, the materials are mailed.

The crucial element in the success of the Rockwell program is the dedication to the program of the Rockwell person who serves as liaison between the company and the University. He or she meets with employees periodically to ascertain course preferences and relays the information to the University. Once the University agrees to offer the classes requested, he or she follows up by encouraging employee registration. Good teaching faculty and on-site registration and book sales complete the mutual support of this program by the company and the University.

Several concerns with the Rockwell program must be dealt with in the near future. Recognizing that with an in-house student body of only 240 we shall soon saturate our market, the company and University are inviting other corporations in the Florence Industrial Park to participate in the Rockwell classes. A second concern is with organizing the classes offered into some coherent program. Our goal is to develop certificate programs similar to those at the IRS Center. To do that, we must enlarge our base of potential students and identify types of certificate programs that will meet students' professional needs and be recognized by their employers.

The two programs described above are, at this time, serving the educational needs of two nontraditional adult student populations successfully. They are keyed to the students' current employment environment and to the concern of student and organization with professional growth. While the curricular emphasis is on professional studies, the University seeks to broaden the educational base by providing

headings.

Personnel. The Continuing Studies Division has a full-time director of advisement and one full-time adviser, both of whom report directly to the Dean. These two people have substantial training through attendance at professional meetings and workshops and participation in college-wide training days for academic advisers. They are supported by two to three college faculty members who are hired on a part-time basis to assist with Division advisement for an entire academic year. The faculty members are trained by the director in a series of sessions that cover the principles and practices of advising at Canisius. During peak times, the Division calls on other faculty (especially department chairmen) to be available for the open advisement sessions just prior to the beginning of classes each semester. During these rush periods virtually all of the Division's academic officers assist in person-to-person advisement.

Advisement Programs. The College urges its students to obtain advisement every semester before registration and at any time during the semester if academic or personal problems occur. Advisement sessions can be made by appointment from 8:30 a.m. to 8:00 p.m. in the Division offices, and walk-in advisement is usually possible with only a brief waiting time. If the student chooses, every effort is made to permit him or her to have the same adviser each visit, because this is conducive to establishing a genuine relationship between adviser and student. The adviser is always provided with the student's complete academic file which includes an anecdotal record of all prior advisement

4. Anyone with transfer credits can obtain an unofficial evaluation by bringing copies of prior transcripts. A follow-up phone call occurs after the evaluation has been mailed. Official evaluations are mailed by the registrar after a person has formally applied.
5. A complete record of all contacts is kept on prospect and locator cards. These identify exactly where each student is in the enrollment process.
6. Assuming the student is still interested, he or she formally applies to the College, submits whatever records are necessary, files for financial aid if appropriate, and receives a formal evaluation of transfer credits from the registrar.

The Office of Student Recruitment also sponsors some off-campus activities. These include presentations at local two-year colleges, visitation to certain local employers, participation in programs at local shopping malls, convention centers, and public buildings, and presentations wherever heavy adult population traffic can be expected. All contacts from these sources are handled as described above.

Continuing Studies Advisement

Once a student is accepted to the College, he or she takes part in academic advisement. The College has a comprehensive advisement system in all its graduate and undergraduate programs. The paragraphs below illustrate how the process works for the typical adult student. The major activities and improvements are described under the various

PUBLIC SPEAKING AS A RECRUITING TOOL

Joan Barry
The University of Wisconsin-Green Bay
Green Bay, Wisconsin

Politicians have known for a long time that the chicken and green pea circuit has its advantages. For those in higher education willing to do the background study, able to address groups, and ready to hit the trial, the circuit can also pay dividends as a direct and indirect recruitment tool.

The Office for Adult Learners at the University of Wisconsin-Green Bay has used the speaker's platform with measurable success. For other institutions interested in reaching their communities, public speaking is worth a try, especially since national attention is currently being given to the concept of lifelong learning and to the trend of adults returning to college.

These national interests are likely to be reflected locally. Groups want a profile of adult students. They want to know who adult learners are, why they are going back to school, and what they are studying when they get there. Business people are especially interested because they realize this trend will impact their own professional and personal lives. A guest speaker from the academic world can answer many of their questions and, at the same time, can make the case for an institution.

The method is straightforward and it is based on solid facts. Generally, audiences should be provided with both national statistics and a description of national trends. It is important to stay current with the

opportunities for encountering the liberal arts.

At the level of implementation, these programs would not be possible without the commitment of an on-site coordinator. That person advises both the students and the University on the development and implementation of the programs, "sells" the course to employees, and personifies the importance of the programs to the organization. For its part, the University makes participation as simple and non-threatening as possible, while ensuring that instructors of quality teach the class. The results are academic programs that serve students who otherwise might not attend college, professional development opportunities for employees and organizations, and implementation of the University's mission to make its educational resources available to the entire region.

Lewis University

College of Nursing

Bachelor of Science in Nursing

Dear RN,

Thank you for your interest in Lewis University's College of Nursing. Enclosed you will find the answers to many of your questions concerning transfer of credit, curriculum design, and off-campus course offerings.

We are aware that the decision to return to school is often difficult. Family and employment responsibilities coupled with career choices further compound the decision. As you begin collecting data on various nursing programs, please make sure that the program you choose confers a Bachelor of Science in Nursing degree and is NLN accredited. These two assets will facilitate your career advancements.

If you would like to discuss your academic opportunities further or need clarification of our specific nursing program, please don't hesitate to contact me. We would be happy to individualize a nursing program for you.

Sincerely,

Lauren Millikin, R.N., M.S.N.
Director of Special Projects

LM/tr

students from the institutions. Publicity efforts were shared by the institutions, as were printing costs, which were minimal. Approximately 130 persons attended one of the workshops, which proved to be a very effective way of promoting individual institutions by sharing resources, e.g., finances, personnel, time, and energy.

Career Development Workshops

Finally, two career development seminars have been planned and implemented cooperatively. The first, "Second WIND (Women Investigating New Directions)," was designed for women in career transition and was cosponsored by the University of South Carolina, Midlands Technical College, and Belk Department Store. The second focused on career development for working women ("How's Your Job?"). Benedict College and the YWCA cosponsored with those mentioned above. Belk provided all printing and publicity expenses, meeting rooms, lunch and child care, while the program elements were planned and provided by the institutions. Due to the positive response from participants, plans are being made to repeat these workshops in other locations.

In summary, the types of cooperative efforts described above are effective in Columbia, South Carolina, because:

(1) the needs of learners are put above those of institutions;

(2) a level of trust was established and is now maintained among staff at cooperating institutions;

(3) the utility of sharing resources is recognized;

(4) staff involved in all projects are risk-takers and are

unafraid to attempt new and different approaches to service delivery;

(5) administrators at individual institutions allow creativity among program staff;

(6) value is placed on cooperation and coordination; and

(7) staff involved are professionals who make things happen!

Before explaining how this two-and-one-half-year-old program functions, it will be necessary to describe its history. The RANE Consortium began as a response to a survey in which RNs at area hospitals and nursing students at community colleges were polled to assess their interest in a Bachelor of Science degree. Availability of class time and course locations was also studied. This survey supported previous requests by hospitals that Lewis University extend its program to off-campus sites. A regional need for high-quality, convenient baccalaureate education was clear.

Twenty institutions in Will, Grundy, Kankakee, DuPage and Cook Counties were canvassed to learn of student interest in participating in an off-campus BSN degree completion program with Lewis University. When seventy-seven percent of the RNs surveyed expressed an interest in obtaining a BSN, the present RANE Consortium developed. It consists of a group of hospitals and colleges whose goal is to provide a quality degree completion program in this five-county area.

The setting of Lewis University, thirty-five miles southwest of Chicago, offers the resources for meeting existing and future enrollment needs within the Consortium. Lewis University is an independent institution with a Catholic tradition and is fully accredited by the North Central Association. It is composed of three colleges--Arts and Sciences, Business, and Nursing--and offers a wide range of degree programs. The vast majority of students attending Lewis live in the greater metropolitan Chicago area. While many students commute, others live on campus.

If an institution has employees wishing to participate in Lewis University's program, an agreement is entered into with that institution. The host institution provides physical space and cooperation, while Lewis provides a curriculum, faculty, and support services. Off-campus sites are selected on the basis of available classroom space and their proximity to neighboring hospitals. At present, six off-campus sites are in operation.

When a hospital wishes to offer Lewis University classes to RNs employed there, an in-service director requests that Lewis bring its program to the hospital. The College of Nursing, assisted by Lewis University's Office of Continuing Education, then requests that the hospital distribute a questionnaire to measure interest in obtaining the BSN degree. A general information day is subsequently held at the hospital, during which the RANE Project Director (from the College of Nursing) and representatives from Continuing Education and Financial Aid meet with interested RNs. Lewis's ability to schedule recruitment sessions in the hospital is an essential recruiting tool. University policy requires a minimum enrollment of twenty students at an off-campus site to insure sufficient support for course offerings.

Once a site is established, University representatives make regular visits, both to explain the program to prospective students and to provide registration information and counseling to students already in the program. Responsibility for these sessions is shared by Lewis University's Office of Continuing Education and the College of Nursing. While the ultimate responsibility for the RANE program rests with the College

GOING "ON LOCATION": THE BUSINESS/INDUSTRIAL INSTITUTE

Keri Thiessen
College of Lake County
Grayslake, Illinois

The College of Lake County has recognized a need that stems from the efforts of business and industry to train and develop employees. In order to respond to these training needs, the college has established the Business/Industrial Institute.

The College of Lake County is a public community college serving a largely urban population, and has an enrollment of 13,000 commuting students each semester. The Business/Industrial Institute was established under the Open Campus, an umbrella term for Adult/Continuing Education, extension sites, Weekend College, manpower training, and other community projects. The B/II concept was put into action in March, 1981, and employs a full-time coordinator with a separate counterpart coordinating training in the government services sector.

The Business/Industrial Institute is multi-faceted in that it offers continuing education courses in the business field on the main campus and at extension sites, but emphasizes the fact that seminars and training programs are primarily at local industrial sites. In-plant programs are designed specifically for each company to provide professional development for managers, supervisors, clerks, and selected technical personnel. The training encompasses specialized courses, seminars, and complete programs that are designed to transfer to baccalaureate degree institutions.

The first step in developing the Business/Industrial Institute was to develop procedures for processing the program through appropriate

college offices. A network for contacting companies, an effective rapport between the college and business sector, an internal communication system to prevent overlap of contacts, and an effort to make each office involved with companies knowledgeable of the total services offered by the college were among the elements developed at the outset. The following are the basic steps for implementing an in-plant training program, using these elements and others.

Step 1: Initial Contact

The first step in the implementation process is establishing the contact. This may be accomplished by means of mailing lists, telephone directories, company requests, or referrals. The personnel that are initially contacted vary from company to company, but are generally presidents or plant managers in smaller companies and Training or Personnel Departments in larger companies. At the time of contact the B/II Coordinator introduces the purpose and offerings of the office, and if interest is expressed, a meeting is then arranged between the B/II Coordinator and the company representative or representatives.

Step 2: Needs Assessment

At the meeting, a company needs assessment is conducted by the B/II Coordinator, who asks management representatives to disclose organizational and employee training needs. Questions include, "What areas do you find need improvement?," "If improvement or upgrading is needed, what specific skills would this entail?,"

the posibility of carryover from one program to another.

PORTAL enjoys a favorable reputation within the College and the community. PORTAL benefits the institution in diverse ways; it

- contributes to the College's positive image in the community;
- provides a different student constituency than the traditional 18 to 21 year-old cohort;
- allows the 18 to 21 year-old residential group to benefit from the inclusion of challenging, mature fellow students in day classes;
- provides a manifestation of the College's commitment to the education of women of all ages;
- uses existing facilities and courses; and
- recruits largely through word of mouth, which keeps recruiting costs low.

The program is administered by a half-time Coordinator and a secretary. The Coordinator acts as:

Admissions Officer
Recruiter
Counselor
Public Relations Spokesperson
Social Events Organizer
Academic Advisor
(non-matriculated)

PORTAL Calendar

The PORTAL Coordinator holds a year-round position. Many of the office's operations are undertaken with the cooperation of the Continuing Education staff, faculty members, and other College administrators. Not only is this conducive to efficiency, but the involvement of other members of the College community also rein-

THE ROLE OF ADVISEMENT IN RECRUITMENT AND RETENTION OF ADULT LEARNERS AT CANISIUS COLLEGE

Jerome L. Neuner
Canisius College
Buffalo, New York

Canisius College is an independent, private, urban college located in Buffalo, New York. Founded by German Jesuits in 1870 as a liberal arts college, the original College of Arts and Sciences has grown to include a Graduate Division, a School of Business Administration, and a Division of Continuing Studies and Summer Session. Total enrollment for the 1981-82 year was over 4,400 students in all divisions; over 1,000 students participated in some aspect of the Continuing Studies Division's programs.

The College offers twenty-eight undergraduate majors, four pre-professional programs (law, engineering, medical/dental, and forestry/environmental science), and master's degrees in business and seven different areas of education.

The Continuing Studies Division is responsible for virtually all the academic programs that attract adult learners including: nine bachelor's degrees, two associate's degrees, special entry programs for women and first-time adult students, portfolio review of non-collegiate learning, audio and video cassette courses for degree credit, three certificate programs of thirty credit hours each, and numerous non-credit special programs for business, government, social, religious, and educational groups.

A COMMITMENT TO ADULT STUDENTS:

TWO NORTHERN KENTUCKY UNIVERSITY OFF-CAMPUS PROGRAMS

Ralph L. Pearson
Northern Kentucky University
Highland Heights, Kentucky

Since its founding in 1968, Northern Kentucky University has been committed to serving all students who graduate from an accredited high school or who possess a high school equivalency diploma. Educational services are extended without curricular discrimination to full-time and part-time students in day and evening hours. As the University has developed during the past 15 years, the faculty and administration have become aware of the fact that a large portion of its students are employed and, consequently, are studying part-time. An early trend that has become prominent in recent years is enrollment in evening classes by students over 25 years of age.

Another major commitment which the University announces in its mission statement is the sharing of its academic resources with the surrounding northern Kentucky region. This sharing occurs through the usual programs of community service, but it is expressed, as well, in programs of off-campus classes which were initiated very early in the University's history. Although most off-campus courses and programs are designed with the adult student in mind, a few have been taken to area high schools where they provide opportunities for enrichment for the academically gifted student. In the context of implementing its mission to serve northern Kentucky on-and off-campus, the University

forces their support of the program.

The basic PORTAL activity calendar remains relatively stable from year to year. This calendar provides an overview of the administrative practices undertaken annually, as shown below.

PORTAL ACTIVITY CALENDAR

Approximate beginning date	Activity or procedure
August 1	Remind academic advisors of registration and their commitment to be available to PORTALS
August 1	Prepare letters to new and returning students about orientation and registration (For examples, see Appendix I to this paper.)
August 14	Registration continues; contact all students who are not returning
September 1	Hold new student orientation
September 7	Send letter to faculty requisting list of PORTALs in class; call in case of class cancellation
	Plan Coffee Hour for second week of classes
September 14	Hold first PORTAL Advisory Committee meeting
	Contact all students with incomplete applications, defaulters, etc.
	Notify College mailroom of all PORTAL names
September 21	Distribute via campus mail to all PORTALs and staff a list of PORTAL names, addresses, and phone numbers. (Note: must have permission of students to publicize this information.
September 28	Complete report on fall enrollment figures

The Buffalo area itself is going through a tumultuous and radical transformation. Formerly a predominantly industrial city, Buffalo has become more service and trade oriented, due in large part to the three recessions that have plagued the American economy since 1970. This reorientation of the area's economy, together with the present recession, has produced high unemployment and a substantial loss of jobs. The latest figures available from the New York State Department of Labor place unemployment at 12.5%, substantially higher than the national average of 8.4%. Furthermore, the number of jobs declined by nearly ten thousand in 1981 alone. These statistics suggest the cause for the substantial population decline in the Buffalo metropolitan area since 1970. The 1980 census figure was 1,242,600: a loss of 106,600 residents over the past decade, or a 7.9% decrease, twice that of New York State. More startling, the population of Buffalo declined by 104,900 or 22.7%. These statistics indicate the seriousness of the condition of the Buffalo economy.

Finally, Canisius College is in a highly competitive educational market. It is essentially surrounded by the State's largest university center, SUNY Buffalo (25,000 students); its largest college, SUNY College at Buffalo (14,000 students); its largest community college, Erie Community College (11,000 students on three campuses); four other private four-year colleges; and three private two-year colleges. Clearly, Canisuis College has to use its resources wisely and make correct decisions on adult programs in order to survive in this competitive

inaugurated academic programs at the Internal Revenue Service Center in Covington, Kentucky, and at Rockwell International, Inc., in Florence Industrial Park, Florence, Kentucky.

Ironically, the initial contact with the Internal Revenue Service Center developed from the enrollment of one of its employees in a "Social Problems" class given at an area corporation. Satisfied with the teaching methodology and quality of the instructor, the employee suggested to the Chief of the Training Branch at the IRS that classes be taught on-site for Center employees. He responded by contacting the University Registrar and the Director of Associate Degree programs.

The Center had made courses available to its employees through arrangements with a local vocational school. While these classes met some of the skill development needs of the work force--e.g., typing, accounting, and shorthand--they were not accredited courses that would result in any type of collegiate certification of achievement. The University expressed interest in working with the Center, and an agreement was reached whereby one credit course--Accounting--was offered in Fall, 1975. To motivate enrollment, this class and the subsequent programs that were established became part of the Center's employee development program. Successful completion of the courses could be a factor in advancement.

In Spring 1976, two credit classes were offered--Human Relations and Accounting. From that first year, the number of classes has increased to four per term, with an average enrollment of 20 per class.

Since the Second Step Seminar attendance is self-generated from the First Step session, no promotion is necessary.

The public speaker's platform has proven a successful vehicle for both indirect and direct recruitment of adult students to the University of Wisconsin-Green Bay. Follow-up research is being conducted to determine the effectiveness of our program. While the final results are still being evaluated, we can tell by informal observations that the process works and works well.

The University of Wisconsin-Green Bay occupies a 700-acre campus sloping from the limestone ridge of the Nigara Escarpment to the shores of Lake Michigan's Green Bay.

The campus is located at the northeast edge of Green Bay, Wisconsin, in a beautiful rural setting only seven miles from the city's center. It is a commuter campus in a highly industrialized community of approximately 100,000 residents. The total enrollment in fall, 1981, was 4,536. Of that number, 3,096 are commuter students and 1,457 are 25 years or older. Thus, adults make up approximately 38% of the total enrollment.

UWGB offers a focused liberal arts program that is unique in both its goals and organization, emphasizing an interdisciplinary, problem-centered study of humans in their environment, and offering over 100 diverse programs of study.

PROGRAM OF RETURN TO ADVANCED LEARNING (PORTAL) AT CEDAR CREST COLLEGE

Christine L. Ward
Cedar Crest College
Allentown, Pennsylvania

Cedar Crest is a private four-year college that emphasizes career preparation anchored in a strong liberal arts curriculum. The College was founded in 1867 in Allentown, Pennsylvania, approximately 60 miles north of Philadelphia. The current enrollment of 1,100 includes a stimulating mixture of full-time, part-time, traditional, and adult students.

In 1968, the following announcement was made to the media in the Lehigh Valley, Pennsylvania area.

> Cedar Crest College extends a special invitation to women who might have been away from formal education for a period of time and now find that they desire to begin or resume interrupted college study.
>
> Age is of minor importance in the decision to engage in Cedar Crest's PORTAL program. While Cedar Crest has passed its first century as an institution of higher learning, it remains young in spirit and ideas. The same alertness should mark any individual who desires to broaden her fields of interest and knowledge. Cedar Crest College offers the opportunity to do this within its present curriculum. Women are invited to return to education on a part-time or full-time basis.
>
> Because many years may have elapsed since the last exposure to formal education, the College is prepared to treat every applicant on an individual basis

CEDAR CREST COLLEGE

PORTAL Program
Cedar Crest College
Allentown, Pennsylvania 18104
(215) 437-4471

August 10, 1982

Dear PORTAL Student:

As the summer draws to a close I would like to welcome you back to Cedar Crest College for the fall semester and pass on some important information about the opening days of school.

You will be hearing from the registrar soon with important information about finalizing your registration during the first week of classes. If you have not registered yet, please do so immediately. Please call me, or your advisor, if you need help with your course selections. Should you be taking a leave of absence for the Fall, please advise the registrar.

It is important that you review your enclosed Customs Book and PORTAL Tips and follow the instructions on such things as getting your parking sticker, your ID validated and especially your mailbox. Important information will be coming to you through your mailbox. If you don't check it regularly not only will it create a log jam for your box partners, but you will be missing out on vital information. You will notice that your mailbox will be located in the Continuing Education Office.

After classes begin, a roster of enrolled PORTALS will be made up and distributed. If you do not wish your address or phone number included, please contact me before September 8th. If you have an address or phone number change, please notify my office as soon as possible.

Some students have expressed an interest in car pooling. You could check your PORTAL list for students who live near you or for the name and address of other students whom you recognize in your classes. Or you could place a notice on the PORTAL Bulletin Board across from the mailboxes by the Bookstore.

The Orientation for new PORTALS will be held from 9:15 am. - 1:00 pm. on Thursday, August 26 in the Curtis Hall Auditorium. Coffee will be served in the Women's Center Lounge until 9:30 am. Sandwiches will be available in the College Center Lounge between 12:00 noon and 1:00 pm. We hope you'll be able to drop in and welcome our new students to the wonderful world of PORTAL!

The Bookstore will be open for business on August 26 if you would like to beat the crowds! While you are on campus you can also register your car (bring license, owners card and $10.00 registration fee), and have your student I.D. validated at the College Center Information Desk.

Opening Convocation will be held at 4:00 pm. on Wednesday, September 1 in Lees Hall. Attendance at this ceremony is recommended but not mandatory. Seniors should wear their caps and gown and will march in the processional.

again in December and January for the Spring semester. Using a clean list of students in good standing who have not yet registered for the next semester, we make early evening phone calls to explain upcoming advisement and registration opportunities and to politely request reasons from those who have chosen not to register. This campaign usually contributes several hundred credit hours to enrollment each year and also gives us a capsule view of student satisfaction or dissatisfaction with their programs.

A second accomplishment (this past year) was a comprehensive survey of Continuing Studies students using an instrument written by the Director of Advisement and the Assistant Dean, with technical advice from the College's office of institutional research. This was the first comprehensive survey in ten years and provided us with basic demographic, educational, employment, and financial information about our students. The results of this survey have only recently become available to us and we are studying them carefully. We are certain that improvements in our programs and services will be forthcoming. By conducting this survey in classroom time with the cooperation of faculty, we were able to receive 1,109 responses, an extremely high proportion of the Division's student body.

The third advance has been a much greater reliance on the screening and testing functions of our academic development center for those students who have no recent records of academic performance or experience. Like most continuing education providers, we do not rely heavily on the

in terms of admission requirements...

Since its inception, Cedar Crest's special Program of Return to Advanced Learning (PORTAL) for mature women returning to college has attracted hundreds of adult students seeking changes in their lives. The establishment of PORTAL in the late 1960's came at a particularly propitious time, when many women's colleges were experiencing enrollment declines of traditional-age students.

The Cedar Crest College catalog offers this definition of PORTAL: "The Program of Return to Advanced Learning is designed to meet the needs of adults who have been out of high school for four years or more. Through PORTAL they may attend daytime classes with traditional-age students, taking courses full or part-time, for enrichment and/or work toward a college degree. PORTALs have the flexibility of also taking courses in the Weekend and Evening Colleges."

Administration of PORTAL

Since its beginning, PORTAL has come under the aegis of either the Admissions or Continuing Education department. Because the Office of Continuing Education coordinates a variety of adult programs--the Evening/Weekend College, the Management Institute, and the Women's Center--PORTAL has been a part of that department for the past several years. This organizational design provides a central staff to administer the adult programs, thereby enhancing

page 2.

I am looking forward to meeting you and working with you throughout your college career. Good luck in the coming semester!

Sincerely,

Ginny Pityo Mihalik

Ginny Pityo Mihalik
PORTAL Director

GPM/saf
Encl.

P.S. ATTENTION SENIORS:

Karen Irre, the Senior Class President, has asked me to inform you that yearbook pictures will be taken in September. There are three packages to choose from: a 6 pose sitting, outdoors ($15.90); a 6 pose sitting, indoors ($7.95); or a 3 pose sitting, indoors ($5.30). If you wish to have the portrait taken outdoors, please make an appointment with R.J. Harwick Studios at 434-8398. The indoor pictures will be taken in the College Center on September 13, 14, 15, 17, 22, 23 or 24. You may sign-up for an indoor sitting from September 6 to 10 at lunch and dinner outside of the cafeteria, or with Dick Begbie, College Center Director, at other times during that week.

high school records of adult students, nor do we typically require SAT or ACT reports for admission. But it is surely irresponsible to register a student for what may be a highly quantitative or technical field of study without some solid evidence of the student's current academic and intellectual abilities. We realize that testing a person in reading, writing, or mathematics may be a cause of anxiety for the individual, but it is a necessity if no academic evidence of any kind can be substantiated. This is particularly true in an age when so many students are interested in programs such as management, accounting, or computer science, all of which require a strong background in mathematical ability.

Conclusions

The programs described above are not looked upon by us as frills or extras. They are the central, everyday, on-going requirements that we believe are necessary for the good practice of adult education in our particular setting. They require the contributions of nearly all of the College's offices and services, a very substantial expenditure of financial and personnel resources in our Division, and the unwavering cooperation of faculty members. They are surely not all exportable to other situations, but they will continue to be the backbone of our efforts at Canisius for both the near and distant future.

THE REGIONAL ACCESS TO NURSING PROGRAM

Carol D. Brown
Lewis University
Romeoville, Illinois

Lewis University's Regional Access to Nursing (RANE) Program is a flexible, off-campus program especially designed to meet the needs of Registered Nurses (RNs) who are seeking the Bachelor of Science (BSN) degree. Today, many RNs are motivated to complete the bachelor's degree because of self-image, career advancement, and pressure from professional associations and employers. Yet these students are generally older, married, employed and unable to attend a traditionally structured program. Consequently, they require an educational program that can recognize these constraints and capitalize on the strengths of a mature population in terms of learning styles, previous experience, and nontraditional delivery systems. In 1979, Lewis University worked with a consortium of educational and health care agencies in the area surrounding the University to begin its RANE program. This program allows RNs to pursue the bachelor's degree in a format suited to their work and family responsibilities.

The Lewis University BSN degree is fully accredited by the National League for Nursing and requires that the RN complete course requirements comparable to those pursued by full-time nursing students on campus. Not only has the program been successful (its first graduates will finish in June), but it has grown from forty-seven students in the fall of 1979 to 175 students in the spring of 1982.

that our campus, faculty, and staff are not intellectually aloof, but are accessible and concerned.

Speaking dates are secured in a variety of ways. UWGB has a Speaker's Bureau that is coordinated through our Outreach office, and many requests come through the bureau. In addition, we draw on personal contacts in the Green Bay area. Word of mouth is another highly effective promotional technique. A successful address to the Thursday Optimists is likely to draw an invitation from the Monday morning Rotary. And a successful speaking engagement always results in next-day calls from listeners who want to know more. One particularly rewarding talk led to 14 next-day calls and two additional speaking engagements.

Addressing civic groups is an indirect recruiting method. Our direct recruitment is carried out through two programs held on campus, called the First Step Seminar and the Second Step Seminar. Our target audiences with the seminars is the segment of the adult population that is considering returning to school in the immediate future. The First Step Seminar includes the following: Welcome and opening remarks from the coordinator of the Office for Adult Learners; a panel discussion by three adult students; and a series of presentations by staff from the offices of Admissions and Financial Aids, Academic Advising, Extended Degree and Credit for Prior Learning, Women's Educational Programs, Academic Support, and Off-Campus and Media Course Offerings. Formal presentations last approximately an hour and a half, but presenters then make themselves available for informal discussions with participants.

As a final activity, participants are asked to complete a survey and an evaluation form, and are invited to participate in Interest Inventory Testing as part of the Second Step Seminar. Participants who wish to do so write the test at home, at their convenience, and return it to our office. We score the instruments and return them when the group reconvenes one month later for the Second Step Seminar. A counselor presents a group interpretation of the instrument, followed by a series of career awareness exercises. Staff from the Office for Adult Learners are on hand, along with several academic advisors, to answer questions and assist participants who are ready to register and prepare an academic plan.

In the 1981-82 academic year, we have repeated the First and Second step seminars every quarter. Because of the great demand, the seminars will alternate monthly in the 1982-83 academic year. After the introductory seminar, which attracted over 100 people, attendance has remained at approximately 40 people each session.

The First Step Seminar is promoted via purchased advertising in the local newspaper on the Sunday before the seminar. In addition, our campus News Services Office sends news releases to area radio and television stations approximately two weeks prior to each seminar. Each station is provided public service announcements to run during the 48 hours before the seminar. A real promotional bonus has been feature stories which have appeared from time to time in local newspapers, and guest appearances on local TV and radio talk shows.

moved on to the second class.

After the second visit, participants were escorted back to a common meeting area for refreshments and conversation. Enthusiastic current adult students joined the prospective students for this part of the workshop. Participants commented enthusiastically on the class visits. "I was anxious to ask questions about child development," said a 35-year-old mother of a 5-year-old who had visited the general psychology course. "History seemed much more exciting to me now than it did 25 years ago," commented a 42-year-old mother of teenagers.

The afternoon session of this second day provided participants with information about the University, Admissions, Financial Aid, and the Counseling Center. Academic advisors attended to outline traditional and nontraditional programs at Pace. Application procedures and general financial aid information were also presented.

Evaluation. Although attendance was small, the reaction was very positive. Most participants felt the workshop was a valuable experience which offered them insight into the career planning process. Most wanted more in-depth self-evaluation and skills identification. Those who observed the courses were enthusiastic about what they saw. Faculty members were receptive to the visits, and only two declined the request because of inappropriate timing. The casual exchange with current adult students was worthwhile in relieving some of the apprehensions re-entry students expressed.

We feel the program has potential and will be repeated during

CEDAR CREST COLLEGE

PORTAL Program
Cedar Crest College
Allentown, Pennsylvania 18104
(215) 437-4471

August 6, 1982

Dear PORTAL Student:

Congratulations on your acceptance to Cedar Crest College! I want to welcome you to the world of PORTAL with wishes for a happy and successful experience. To get you started I have enclosed some important information about registration and PORTAL orientation.

If you have not yet registered for courses, you should do so immediately either at the Registrar's Office, Room #210 in the Administration Building or in the Continuing Education Office. If you are taking daytime courses, your registration must be finalized in the Registrar's Office during the first week of class by picking up your class card. Classes start on September 1st.

There will be an orientation program for all new PORTAL'S on Thursday, August 26.

PORTAL Orientation Schedule

9:15	-	9:30	Coffee and donuts in Women's Center Lounge, Curtis Hall
9:30	-	10:00	Welcome and Introduction, Curtis Hall Auditorium, CU 1A
10:00	-	10:15	Career Planning - Nan Schreier, Director of Career Planning Service
10:15	-	11:00	Study Skills - Christine vanBuskirk, Assistant Director of Academic Support Center
11:00	-	11:30	Using the library resources in Cressman Library - Christine Fiedler, Reference Librarian
11:30	-	12:00	Campus Tour - Starting in front of library
12:00	-	1:00	Pictures for Student I.D. Cards will be taken in the College Center. Should you be taking only Weekend and Evening classes, your Continuing Education Student I.D. Card will be issued during the first week of classes. You may also register your car at the information desk at this time. To do so you will need your owners card, operators license and the $10.00 registration fee. You may purchase your books in the Bookstore, located in the College Center.

registration, students on provisional admission, students on academic probation, and any student in a high-risk academic category.

b. The College's Computer Center generates a progress card for each course that each student is taking. The student's name, the course, the section, and the faculty member's name appear across the top of the card.

c. The cards are sorted by faculty member name, and sent to each faculty member with instructions for completion. The completed cards are returned to our office.

d. The cards are sorted by student name. Post cards are mailed to the students, requesting that they make advisement appointments.

e. Advisement appointments occur as soon as possible. The advisers use the progress cards as current and reliable information on the student's progress. (The adviser does not need to rely on the exaggerations or misapprehensions of the student.)

f. At midterm during each semester an official deficiency warning system goes into operation. This is a college-wide system generated by the registrar's office. Professors identify students who are performing at the level of "D" or below.

g. These reports come back to the Division offices (as well as to the individual student). We then conduct a mail and phone campaign to urge deficient students to come in for immediate

spring, 1982. Since minimal publicity and the cold weather of January appeared to be responsible for the small turnout, more extensive advertising is planned for the next workshop.

Two other changes in the program include charging a nominal fee to help defray costs and having an independent career consultant lead the initial session. University representatives will assist with the second session as before. A representative of the Graduate Admissions Office will be added to describe graduate school procedures, since that was an area of interest of the first group. Class visits will again be included.

If you cannot attend, please be sure to take care of the I.D. Card and car registration as soon as possible through the College Center. Your PORTAL TIPS Booklet should be reviewed so you know what information is available from it and saved for later reference. PORTAL mailboxes will be in the Continuing Education Office. Please check them regularly as they are the main means we have of communicating with you on campus.

To give you a chance to meet the other new PORTAL students and to ask any questions, you are cordially invited to stay for a light sandwich buffet in the College Center. Join us in the Lounge after you have had your I.D. Card and car registration taken care of.

Opening Convocation will be held on September 1st at 4:00 P.M. in Lees Hall. Your attendance at this ceremony is encouraged but not mandatory.

I hope you have a successful and fulfilling semester! And please don't hesitate to come see me if you have any questions, problems, or just to say hello!

Sincerely,

Ginny Pityo Mihalik

Ginny Pityo Mihalik
PORTAL Director

GPM/saf

advisement.

This system of intrusive advisement costs a good deal in computer time, clerical labor, paper costs, and adviser-power, to say nothing of the enormous good will and commitment it requires from the faculty members who must evaluate their students early in the semester and fill out the various necessary forms. Sometimes we have been accused of spoon-feeding or of being over-protective in our methods, but most professors do cooperate -- whether willingly or grudgingly. Nevertheless, all the advisers who work with the system are certain of its efficacy. The system is complicated and expensive, but the outcome is simple and exceedingly valuable: We get information on students at a time in the semester when it is still possible to take saving actions -- referral to the tutoring and academic development centers or other college services, referral to the professor for individual conferences, reconsideration of conflicts and time demands, review of study habits and attitudes, or, in the extreme case, withdrawal from the class.

Recent Innovations. During the 1981 Fall semester the Director of Advisement organized a majors night which was attended by most of the chairmen of departments having evening division majors or certificates, as well as the career guidance and placement office. Plans call for this successful event to be sponsored annually.

In recent years three other activities that are certainly not novel have also contributed to retention. The first is a traditional retention phone campaign conducted in late summer for the Fall semester and

COURSES SCHEDULED CONVENIENTLY AT OFF-CAMPUS LOCATIONS

We know that while most R.N.'s would like to earn the BSN degree, the constraints of work schedules, family responsibilities, and commuting time/distance to campus can make it impossible to achieve this goal. Lewis University offers courses at six Chicago locations to enable R.N.'s to earn an NLN accredited BSN degree without major disruptions in their home and professional lives. Each course meets one day per week, and most students attend on a part-time basis by enrolling in two courses per semester at one location - one course from about 4:00-6:30 p.m. and the second from 7:00-9:30 p.m. Summer courses are scheduled for those who wish to attend year-round and students are welcome to enroll in courses at more than one location to pursue their studies on a full-time basis.

Lewis currently schedules courses at the following off-campus locations:

Little Company of Mary Hospital - 2800 W. 95th St., Evergreen Park
Oak Forest Hospital - 159th & Cicero, Oak Forest
South Chicago Community Hospital - 2320 E. 93rd St., Chicago
Holy Cross Hospital - California & 69th St., Chicago
Westlake Community Hospital - 1225 Superior, Melrose Park
Gottlieb Memorial Hospital - 8700 W. North Ave., Melrose Park

Courses Scheduled Conveniently Off-Campus

TRANSFER CREDIT AND PROFICIENCY EXAM OPPORTUNITIES

Up to 72 semester hours of credit may be transferred from previously attended community (junior) colleges plus additional credits earned at senior institutions. This includes credits earned in conjunction with attendance at a diploma school.

You will receive an evaluation of transfer credits which lists exactly your remaining course requirements for the BSN degree. An academic counselor will review this evaluation with you and help you identify those requirements which you may wish to fulfill by CLEP or Lewis University departmental proficiency examinations.

REGISTERED NURSES who completed their nursing coursework through a diploma school or associates degree program are eligible to take Lewis University College of Nursing Proficiency Exams.

> Up to 30 of the 44 credits of required upper-division nursing coursework may be fulfilled by successful performance on these exams. Complete and detailed course outlines have been prepared and are available through the Lewis Bookstore.

Through the acceptance of transfer credits, CLEP Exams, and Proficiency Exams, we will do everything possible to apply all appropriate prior learning toward your Bachelor of Science in Nursing Degree.

Transfer Credits & Credit by Examination

ADVISING AND REGISTRATION SERVICES ARE DELIVERED AT THE OFF-CAMPUS SITES

Staff from the College of Nursing, Continuing Education, Financial Aid, and Business Office go to each off-campus location before each semester and the Summer Term. We know that if commuting to campus for classes is inconvenient, so is travel to take care of these related matters. To make application, enrollment, and attendance as convenient as possible, we do our best to bring all necessary services to you.

STUDENTS receive all of the following services at our off-campus sites

Application - Review of transfer credits and remaining degree requirements

Financial Aid Counseling - Registration - Payment of Tuition/Fees

Courses and support services are currently offered at the following locations:

LITTLE COMPANY OF MARY HOSPITAL - 2800 W. 95th St., Evergreen Park
OAK FOREST HOSPITAL - 159th & Cicero, Oak Forest
HOLY CROSS HOSPITAL - 69th & California, Chicago
SOUTH CHICAGO COMMUNITY HOSPITAL - 2320 E. 93rd St., Chicago
WESTLAKE COMMUNITY HOSPITAL - 1225 Superior, Melrose Park
GOTTLIEB MEMORIAL HOSPITAL - 8700 W. North Ave., Melrose Park

You are welcome to attend the registration session at the location most convenient to you regardless of where your courses will be held.

For the exact dates and times that we will be at each of these locations next, call the Office of Continuing Education at 815/838-0500, Ext. 225.

dvising & Registration Conducted Off-Campus

COMMONLY ASKED QUESTIONS AND THEIR ANSWERS

1. HOW MANY HOURS MAY I TRANSFER TO LEWIS UNIVERSITY?

   You may transfer up to 72 credits to Lewis from community (junior) college(s) plus additional credits earned at a senior institution. If you earned credits from a college concurrently with attendance at a diploma school, these may also be transferred to Lewis.

2. DOES LEWIS UNIVERSITY HAVE A TIME LIMIT FOR ACCEPTING CREDIT EARNED IN THE PAST?

   No. Lewis does not have a time limit for accepting transfer credits. These credits are acceptable regardless of when they were earned.

3. WHAT IS LEWIS UNIVERSITY'S CURRENT TUITION?

   Undergraduate tuition is $120.00 per credit hour.

4. IS FINANCIAL AID AVAILABLE?

   Yes. Over 80% of all students at Lewis are taking advantage of one or more kinds of financial aid. Our financial aid counselors are specially trained to assist you. They come to the off-campus locations to ensure that you have the same opportunity as all of our students to secure financial aid.

5. HOW LONG WILL IT TAKE ME TO EARN A BSN?

   This will vary from student to student and depends on several factors, including: the number of credits transferred to Lewis, the number of courses you take each semester, whether you attend each semester and summer sessions, and your performance on proficiency/CLEP exams.

6. MAY I "TEST OUT" OF ANY COURSES?

   Yes. You may fulfill any of the non-nursing course requirements by successful performance on either a departmental proficiency exam or CLEP test.

   Registered Nurses may fulfill up to 30 of the 44 credits of nursing course requirements by proficiency examination. The nursing course requirements

which may be fulfilled in this way are so indicated on the "Degree Requirements" page.

7. WHEN MAY I "TEST OUT" OF COURSES?

You may take proficiency exams for non-nursing courses anytime after you begin taking courses at Lewis. All prerequisite coursework must be completed before taking proficiency exams in nursing courses. Your faculty advisor will help you to determine the courses which you should attempt to complete by examination.

8. WILL I BE ABLE TO TAKE ALL OF THE COURSES I NEED AT ONE OFF-CAMPUS LOCATION?

Since students come to this program with varying amounts of transfer credits and thus have different patterns of remaining course requirements, it is possible that on occasion a course(s) which you need will not be offered at your "home base" location. This would require that you attend another nearby location for that semester. It should never by necessary for you to attend at the Romeoville campus, unless you choose to do so.

9. WILL I HAVE TO TRAVEL TO ROMEOVILLE FOR COUNSELING, REGISTRATION, OR TO DISCUSS FINANCIAL AID MATTERS?

No, all of these services will be available to you on a regular basis at your off-campus location.

10. WHERE WILL I TAKE MY CLINICAL COURSES?

You will take your clinical courses at nearby facilities. However, students will not be assigned to clinical experiences at their own places of employment.

11. WHERE DO I PURCHASE MY BOOKS?

Books are purchased at the location where you attend class.

12. WHEN WILL THE COURSES BE SCHEDULED?

Courses are scheduled during the late afternoon and evening, and will meet one day a week for the semester.

COURSE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING DEGREE: REGISTERED NURSES AND STUDENTS WITH 60 OR MORE TRANSFER CREDITS

The BSN degree required a minimum of 128 semester hours of credit. Course requirements for the degree are divided into the following categories.

Humanities & Communication Arts	
Introduction to Philosophy	3
*Ethics	3
Religious Studies	3
History	3
Literature	3
Fine Arts	3
*College Writing	4
Intro. to Human Communication	3

Social Sciences	
*General Psychology	3
*Statistics for Soc. Sci.	3
*Childhood & Adolescence	3
*Adulthood & Old Age	3
*Principles of Sociology	3
*Cultural Diver. in Amer. Soc.	3

Natural Sciences	
*Basic Inorganic Chemistry/Lab	4
*Intro. to Organic and Biochem/Lab	4
*Anatomy & Physiology I/Lab	4
*Anatomy & Physiology II/Lab	4
*Microbiology/Lab	4
Pathophysiology	3

Business	
Principles of Management	3
Macroeconomics	3

Free Electives	12

Coursework of your choice or transfer credits no applicable toward any of the specifically listed requirements.

Nursing Science (44 credits)

*Theoretical Basis of Nursing	4**	Nursing Process: Child	4**
Nursing Lab I	1**	Nursing Process: Young Adult	4**
Nursing Lab II	1**	Nursing Process: Adult	4**
Personal/Prof. Growth I	1	Nursing Process: Aged	4**
Personal/Prof. Growth II	1	Nursing Process: Critical Care	4**
Personal/Prof. Growth III	1	Nursing Process: Rehabilitation	4**
Personal/Prof. Growth IV	1	Nursing Process: Mental Health	4**
Client Systems I	1	Nursing Process: Community	4
Client Systems II	1		

*64 credits, including these courses, must be completed prior to registration for Nursing Process courses and/or Nursing Proficiency Exams. Remaining courses may be registered for concurrently with Nursing Process courses. However, a grade point average of at least 2.25 is required for all coursework completed prior to taking Nursing Process courses.

**Registered Nurses may meet these course requirements, not to exceed 30 credits, through proficiency exams.

Requirements For Your BSN Degree

ARE YOU A REGISTERED NURSE (RN)? ____ YES ____ NO

HAVE YOU ENROLLED PREVIOUSLY AT LEWIS? ____ YES ____ NO

FROM ☐☐ MO ☐☐ YR TO ☐☐ MO ☐☐ YR

HAVE YOU TAKEN THE ACT TEST? ____ YES ____ NO

DID YOU SEND THE SCORES TO LEWIS UNIVERSITY? ____ YES ____ NO

DATE YOU HAVE TAKEN OR WILL TAKE ACT

☐☐ MO ☐☐ YR

DO YOU WISH TO BE CONSIDERED FOR FINANCIAL AID? ____ YES ____ NO
IF YES, COMPLETE FINANCIAL AID APPLICATION.

ARE OTHER MEMBERS OF YOUR HOUSEHOLD ENROLLED AT LEWIS? ____ YES ____ NO
IF YES, LIST NAME & RELATIONSHIP

NAME RELATIONSHIP

_____ _____

_____ _____

BRIEFLY, WHO OR WHAT INFLUENCED YOU TO APPLY TO LEWIS? _____

_____

FATHERS NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ FIRST ☐☐☐☐☐☐☐☐☐☐☐☐ ATTENDED LEWIS? ____ YES ____ NO

MOTHERS NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ FIRST ☐☐☐☐☐☐☐☐☐☐☐☐ ATTENDED LEWIS? ____ YES ____ NO

DESCRIBE EXTRACURRICULAR INVOLVEMENT IN HIGH SCHOOL/COLLEGE _____

_____

_____

_____

DESCRIBE ANY AWARDS OR ACADEMIC HONORS RECEIVED _____

_____

_____

LEWIS UNIVERSITY ADMITS STUDENTS WITHOUT REFERENCE TO RACE, COLOR, CREED, AGE, SEX, NATIONAL ORIGIN OR HANDICAP

I certify that the information on this application is correct and complete to the best of my knowledge. I understand that failure to answer any question on this form truthfully, fully, and accurately may make me ineligible for admission to Lewis University or may result in my dismissal from the university.

_____

SIGNATURE OF APPLICANT DATE

APPLICATION INSTRUCTIONS

Complete the attached Application form and mail to: Also have official transcript(s) sent to this address.

Lewis University
Office of Admissions
Romeoville, IL 60441

Official transcripts include each of the following which applies to you:

- each community (junior) college which you have attended
- each senior (4 year) college/university which you have attended
- the school of nursing from which you graduated
- any college(s) from which you earned credit in conjunction with attendance at a diploma school of nursing

Remember to list each of the above which applies to you under "Universities, Colleges & Nursing Schools Attended" on the Application form. Pay attention to all instructions and questions on the Application. Failure to answer a question or to submit all required information will delay a decision regarding your admission.

Refer to the following to accurately complete corresponding items on the Application.

A. Full-time: 12 or more credits per semester
Part-time: 11 or fewer credits per semester

B. Degree seeking means that you intend to earn your bachelor's degree from Lewis.
Non-degree seeking means that you do not intend to earn your degree from Lewis.

C. Use one of the following numbers:

White Non-Hispanic	= 0	Oriental	= 1
Hispanic Descent	= 2	Black Non-Hispanic	= 3
Non-U.S. Citizen	= 4	American Indian	= 5
Other	= 6		

D., E., F. Check one item for each which applies to you.

G. Use one of the following numbers:

Catholic = 0 Other Private = 1 Public = 2

H. Complete this item with "Nursing" unless you wish to complete one of our other majors. The courses offered at off-campus locations are part of the BSN degree program. While some may also apply toward other majors, selection of a major other than Nursing will require that you also attend on-campus courses.

APPLICATION INSTRUCTIONS

Complete the attached Application form and mail to:
Also have official transcript(s) sent to this address.

Lewis University
Office of Admissions
Romeoville, IL 60441

Official transcripts include each of the following which applies to you:

- each community (junior) college which you have attended
- each senior (4 year) college/university which you have attended
- the school of nursing from which you graduated
- any college(s) from which you earned credit in conjunction with attendance at a diploma school of nursing

Remember to list each of the above which applies to you under "Universities, Colleges & Nursing Schools Attended" on the Application form. Pay attention to all instructions and questions on the Application. Failure to answer a question or to submit all required information will delay a decision regarding your admission.

Refer to the following to accurately complete corresponding items on the Application.

A. Full-time: 12 or more credits per semester
Part-time: 11 or fewer credits per semester

B. Degree seeking means that you intend to earn your bachelor's degree from Lewis.
Non-degree seeking means that you do not intend to earn your degree from Lewis.

C. Use one of the following numbers:

White Non-Hispanic	= 0	Oriental	= 1
Hispanic Descent	= 2	Black Non-Hispanic	= 3
Non-U.S. Citizen	= 4	American Indian	= 5
Other	= 6		

D., E., F. Check one item for each which applies to you.

G. Use one of the following numbers:

Catholic = 0 Other Private = 1 Public = 2

H. Complete this item with "Nursing" unless you wish to complete one of our other majors. The courses offered at off-campus locations are part of the BSN degree program. While some may also apply toward other majors, selection of a major other than Nursing will require that you also attend on-campus courses.

Application Instructions & Information

Many Adults Today Want To Explore New Directions And Interests In Their Lives But Are Not Sure Where To Begin. We Hope That This Information Provides The Support And Encouragement Needed To Take The First Step.

THIS INFORMATION IS PROVIDED BY THE COLLEGE ADULT RE ENTRY SERVICES (JCC CARES) OF JEFFERSON COMMUNITY COLLEGE ANY ADULT OF TWENTY FIVE AND OLDER WHO HAS HAD AN INTERRUPTION IN THE EDUCATIONAL PROCESS IS ENCOURAGED TO USE THE SERVICES AND ACTIVITIES OF CARES FOR HELP IN RE ENTRY.

GETTING STARTED

THE CARES CENTER — a supportive entry point to the college. The Center offers a service to help provide information, advising, and support for the needs of adults. It also provides a place where the adult can meet with others who are going through the same process, can tap into a network of people on campus and in the community, and can receive on going support and encouragement.

If you are an adult whose education was interrupted by military service, job, marriage or family responsibilities, divorce or illness — or, if you are an adult who would like to increase skills, job opportunities, and personal enrichment, call or visit the CARES Center as your first step. The Center is located on the Downtown Campus in the JF Building at First and Broadway, Room 140, East Wing. Phone Carol Layne, Coordinator, or Carol Lewis, Assistant Coordinator, at 584-0181, Ext. 216.

RE ENTRY WORKSHOPS are offered at least once during each school year. These programs offer help with the admissions process and policies, with learning the ropes for success, and with getting all the needed information. For the date of the next program, call the CARES Center, 584-0181, Ext. 216.

GETTING ADMITTED

LOCATION — Jefferson Community College, one of thirteen two-year colleges in the University of Kentucky system, has two locations: the Downtown Campus at 109 East Broadway and the Southwest Campus at 1000 Community College Drive in Valley Station. Students may attend either or both campuses for the courses they need.

OPEN ADMISSIONS POLICY — Admission to college is open to anyone in the following categories:

- High school graduates
- GED certificate holders
- Any Kentucky resident of 19 or older (with or without high school diploma or GED certificate)

PROGRAMS — TWO-YEAR ASSOCIATE DEGREES are awarded in the following areas:

- Accounting Technology
- Climate Control Technology
- Commercial Art Technology
- Culinary Arts
- Data Processing Technology
- Early Childhood Education
- Electrical Engineering Technology
- Environmental Science
- Fire Science Technology
- Human Services Technology
- Management Technology
- Mechanical Engineering Technology
- Medical Laboratory Technician
- Nursing
- Physical Therapy Assistant
- Real Estate
- Respiratory Therapist
- Secretarial Administration

In addition, Jefferson offers the Associate in Arts and the Associate in Science degrees.

TRANSFER WORK — The first two years of college work toward advanced degrees are also available for over 100 areas including Accounting, Business, Chemistry, Communications, Education, Engineering, Humanities, Psychology, Sociology, Pre-Law, Pre-Medicine, and Pre Dentistry.

For application materials, call the Admissions Office, Downtown, 584-7219; Southwest, 935-9849.

NON CREDIT COURSES — Additionally, there are numberous opportunities for non-credit courses in personal interest and self-growth areas through the Office of Continuing Education, 584-0181, Ext. 170.

COST — The tuition at Jefferson is $17 per credit hour up to a maximum of $195 per semester for Kentucky residents. Cost for out-of-State residents is $42 per credit hour. Kentucky residents over 65 years of age may attend tuition-free under the Donovan Scholar Program for senior citizens.

ORIENTATION — Students who are newly admitted are given orientation to the college at assigned times. They are introduced to the programs, policies and support services of the college. Also, at Orientation, students are tested in basic skills areas of English, Reading, and Math for placement in the proper levels of courses.

BUILDING SKILLS AND SELF-CONFIDENCE

DEVELOPMENTAL COURSES are available for help with basic skills in the following areas:

English	Math
Reading	Natural Sciences

These courses are designed to help the individual increase skills to ensure success at the college level in subsequent courses.

READING AND STUDY SKILLS CENTER provides programs and aids for the skills essential to learning such as organizing materials, taking notes, taking examinations, and developing good study habits. This service is free of charge to any JCC student and is located in the Learning Resource Center. Contact the Coordinator, 584-0181, Ext. 159, for further information.

SPECIAL PROGRAMS — The *Special Services Program* is designed to help students with academic potential succeed in college. It offers a closely coordinated program of academic courses, tutoring, counseling, and some extra-curricular activities for 150 qualified students. Contact Marty Miller, Coordinator, at 584-0181, Ext. 318.

The Career Workshop is a tuition-free program designed for adults who are interested in upgrading their basic skills in Reading, English, Math and Study Habits in preparation for entering college or vocational school. The program is highly individualized and includes personal, academic, vocational/career counseling and tutorial services. Contact Judy Watkins, Coordinator, at 584-0181, Ext. 231.

In addition, several courses offer help in making the transition to college; among these are the following:

attributed in large part to the fact that the visitation is presented as a service, not a recruiting effort. The service thrust is supported by the full-time Center for referrals and by the approach taken in the Outreach session; whether it is a one-to-one or a group presentation, it contains information on the Adult Student Movement (numbers, problems, success rate, etc.), Jefferson's adult population, degree programs, special support services, non-academic programs, and accessibility to all of the above.

Of almost equal importance is the follow-up to all outreach contacts, who are informed of referrals and are contacted regularly to identify further needs for information or materials. Contacts also receive notices of all special programs and workshops.

Results of the CARES Program of Outreach and Service

1. 1,274 individual referrals from Outreach, with an approximate enrollment rate of 60%.
2. Increased support for enrolled adults through cooperation with all other service units and faculty and through monitoring projects which indicate that the CARES program makes a significant impact on the retention and success rate for most adults served.
3. Recruitment for college's non-academic units: Continuing Education (three courses have resulted from business contacts), Summer Prep and Career Workshop, two state-funded developmental programs.

4. Cooperation with other local schools, of special benefit to Jefferson's transfer students.
5. An increase in community awareness and an improved image for the college.

Further information on the CARES Model may be obtained by contacting the Coordinator.

STUDENT CHARACTERISTICS AT JCC - FALL 1977 TO FALL 1981

CHARACTERISTIC	FALL '77 n = 5344	FALL '78 n = 4514	FALL '79 n = 4797	FALL '80 n = 6113	FALL '81 n = 6507
SEX					
Male	46	43	41	40	38
Female	54	57	59	60	62
Marital Status					
Single	65	64	63	61	64
Married	35	36	37	39	36
RACE					
White	66	72	69	72	72
Black	31	25	24	21	20
Span. Amer.	1	1	1	1	1
Other	2	2	5	6	7
EMPLOYMENT					
None	39	33	31	35	35
1-19 hours	9	10	10	10	10
20-39 hours	17	19	22	21	22
40+	35	38	37	34	33
FINANCIAL AID					
BEOG	30	21	22	23	21
JCC/UK	4	4	4	5	4
Fed. Loan	1	1	1	2	3
VA	19	17	16	14	11
None	46	57	57	56	61
AGE					
16-20		30	28	27	29
21-35		58	57	57	55
36-50		10	11	13	13
51-64		1	2	2	3
65+		0	0	0	0
CHILDREN					
None	56	58	55	55	58
1-2	34	31	34	34	32
3+	10	11	11	12	10
CREDIT HOURS TAKEN					
1-3	11	14	14	18	17
4-6	20	25	25	23	24
7-11	13	13	12	14	13
12-15	47	40	41	40	40
16+	9	8	8	6	6
INCOME					
0-2999	25	22	16	16	16
3000-5999	17	14	12	12	10
6000-7499	9	8	8	7	6
7500-8999	7	7	11	7	6
9000+	42	49	53	59	62

INTRODUCTION TO INTERPERSONAL COMMUNICATIONS (CMS 1013 credit hours) is a course designed to help people who are interested in enhancing or updating the skills needed to relate in a personal, social or business environment.

INDIVIDUAL GROWTH IN HUMAN RELATIONS is a course which focuses on helping a person become more self directed. It explores such topics as goal setting and conflict and stress management.

FRESHMAN ORIENTATION is a one hour course which offers awareness of college services and procedures and help in using time effectively, making decisions, setting goals and planning careers.

HELPING YOU MAKE IT

FINANCIAL AID — Regardless of your age, some type of financial aid may be available for you. Check the possibilities by calling one of JCC's Financial Aid officers at 584 0181. Ext. 138 or 114 for the Downtown Campus, or 935 9849 for Southwest.

VETERAN'S INFORMATION — If you are a veteran or the widow or orphan of a veteran with eligibility benefits, call the Veteran's Affairs Office, 584-0181, Ext. 225.

INDIVIDUAL COUNSELING — A full staff of professionally trained counselors is available to assist students with their academic, personal, and vocational concerns. The service is free; students or potential students may visit the center in the LV Building, Room 111, or call 584 0181, Ext. 177.

CAREER INFORMATION — A career Resource room is located near the Counseling Center. You are invited to use this resource as you explore career possibilities. The Counseling staff includes Career specialists who can assist in career exploration and choice by providing information on preparation and prospects for employment in various fields. Contact the Counseling Center.

LEARNING ABOUT JEFFERSON COMMUNITY COLLEGE

FLEXIBLE SCHEDULING — A full complement of classes available day and evening during Fall, Spring and Summer terms.

FULL ACCREDITATION — Credits are transferable to other colleges and universities.

PERSONALIZED EDUCATION — A faculty and staff committed to the community college concept of individualized instruction and of responding to changing needs of the community.

A STUDENT BODY WITH A MAJORITY OF ADULT STUDENTS — 53% are 25 or older. Many attend part-time and have either job or family responsibilities or both while attending.

HEARING IT FROM THE PEOPLE INVOLVED

"In my experience in the classroom, many of the returning adult students have been among my very best students; they are typically well-prepared and interested in the subject matter. They are also inclined to participate in class dicussion where, by reason of their maturity, they can bring to bear points of view that an eighteen-year old would never think of."

Dr. David L. Driscoll, Jr.
Chairman, Social & Behavioral Sciences Division

"By bringing a sense of maturity, dedication, and purpose to the JCC campus, our adult learners have contributed significantly to the quality of the college's academic programs."

Dr. Ronald Horvath
Director of Jefferson Community College

"I sat in my first college class at the age of 37. With the help of all the support systems JCC has, not only have I stayed in school, but I've done well. If JCC were a four-year college, I'd stay here until graduation. I love it!"

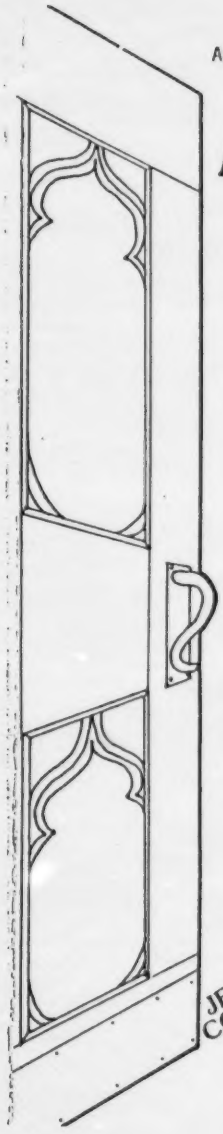
Elaine Bow,
PsychologyMajor

"I was nervous about returning to school after 20 years, but with the help of the nice people in CARES Center and my instructors I was able to make the adjustment quite easily and have been fortunate enough to be able to maintain a 3.6 grade point average."

Clif Paquin,
Pre-law transfer student

"I was scared to death about reentering school after being out eighteen years. So far, everyone has been of great help, and I find that I am really surprising myself with my progress."

Barbara Kendall
Data Processing Major



ADULTS

THE DOOR IS OPEN TO

- Increased Skills
- Change of Careers
- Personal Enrichment
- New Job Opportunities

JEFFERSON COMMUNITY COLLEGE

PROGRAM

Saturday, December 1, 1979 — Jefferson Community College, Hartford Building (HB) — 9:00 A.M. - 1:00 P.M.

Activity		
9:00 - 9:30 A.M.	Registration -- coffee and danish	HB, Lobby
9:30 - 10:00 A.M.	SPEAKER, MARY MARGARET HULVIHILL 4TH WARD ALDERMAN, LOUISVILLE BOARD OF ALDERMEN	HB 006 - 008
10:00 - 11:00 A.M.	SESSION I (choose one)	

Learning the Ropes — Room HB 204

- -- degree programs
- -- non-degree programs
- -- support services
- -- college terminology
- -- CLEP

Pulling It All Together — Room HB 206

- -- problems (internal & external) in (re) entering college
- -- preparing oneself
- -- preparing the family
- -- time management

11:00 - 11:15 A.M. — Coffee Break

11:15 - 12:15 P.M. — Session II (choose one)

Getting a Handle on Those Books-Let's Make it Easy — Room HB 204

- -- Fear of failure . . .
  - - overcoming high school transcripts
  - - re-entry students do succeed
- -- How to succeed . . .
  - - getting into the study habit
  - - sharpening your learning tools

Planning For Your Life — Room HB 206

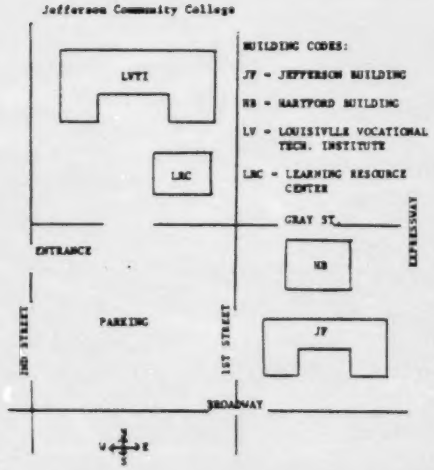
- -- choosing a (second) career
- -- career opportunities
- -- non-traditional alternatives
- -- self-assessment

12:15 - 1:00 P.M. — Meet the College/University representatives, faculty, and students — HB Lobby

(These sessions will be presented by faculty, administrative staff, and students from the sponsoring institutions.)

MAP

Jefferson Community College



Program Participants

Carol Layne and Catherine Aponte, JCC CARES, (College Adult Re-Entry Services) Jefferson Community College

Joyce Bush, Assistant Coordinator, Continuing Education, Spalding College

William Cox, Coordinator Special Students Services and Katherine Evans, Counseling Center, University of Louisville

Marge Wesolowski, Assistant Dean and Nancy Howard, Admissions Counselor, Admissions and Educational Services, Ballarmine College

Bill Evans, Regional Director, Jefferson State Vocational Technical School

Dan Connell, Project Director, Educational Opportunity Center

Any adult whose education has been interrupted by . . .

*job *marriage *divorce
*family responsibilities *illness/accident

Any adult who would like to . . .

*change careers *improve skills
*gain new skills *take courses for enrichment

For questions or further information, call:
JCC CARES 584-0181

Enrollment may be made by returning the form below or registering at the door. This program is being offered free of charge. C.E.U.'s are available.

* * * * * *Registration Form* * * * * *

Name_____

Address_____

City_____State_____Zip_____

Mail to: JCC CARES
Jefferson Community College
109 East Broadway
Louisville, KY 40202

"SO, YOU THINK YOU WANT TO GO (BACK) TO COLLEGE? . . . . ."

JCC CARES (College Adult Re-Entry Services)
Jefferson Community College
109 East Broadway
Louisville, KY 40202

Non-Profit Organization
U.S. POSTAGE
PAID
Louisville, Ky.
Permit No. 960

"SO, YOU THINK YOU WANT TO
GO (BACK) TO COLLEGE . . . ."

A PROGRAM ON ISSUES AND ANSWERS
ABOUT
HIGHER EDUCATION

December 1, 1979
Jefferson Community College

sponsored jointly by . . .

BELLARMINE COLLEGE
UNIVERSITY OF LOUISVILLE
SPALDING COLLEGE
JEFFERSON COMMUNITY COLLEGE

comprising more than 50% of the total since 1977. (See Appendix I to this paper for a Student Profile.) These adults are frequently first-generation college students; a majority of them are women, and a majority of both sexes have both jobs and families to manage along with their return to school. A needs assessment survey of adult students conducted in 1977 by the counseling program revealed admissions counseling as a priority, along with on-going support for dealing with problems typical of the adult student. Further, the need for assistance (information on programs and accessibility) is perceived as existing beyond the campus, i.e., in the urban community from which most of Jefferson's nontraditional population is drawn.

After two years of planning and research, an ad hoc Faculty/Staff Committee determined that Jefferson's response to these needs would be the creation of the College Adult Re-entry Services (JCC CARES) Center, which has now completed its third successful year as a part of the college's Student Services program. It is the college's only adult recruitment program.

College Adult Re-entry Services (JCC CARES)

Goals of the Center

1. To provide information on the college, its programs, and their accessibility through Outreach contact with groups, agencies, and businesses in the community.
2. To enable the adult who is 25 and older (those under 25 qualify if they have had a significant interruption in their

APPLICATION FOR ADMISSION — LEWIS UNIVERSITY

RANE

LAST NAME | FIRST NAME | MID IN | MAIDEN NAME

SOCIAL SECURITY NUMBER

ADDRESS

CITY | STATE | ZIP CODE

COUNTY | COUNTRY

HOME PHONE ( ) | BUSINESS PHONE ( )

YOUR PRESENT AGE

DATE OF BIRTH MO DAY YR

A WILL YOU ENROLL
- ☐ FULL TIME 12 or more hours
- ☐ PART TIME

YOU WILL BE
- ☐ DAY STUDENT
- ☐ EVENING STUDENT

B YOU WILL BE
- ☐ DEGREE-SEEKING
- ☐ NON-DEGREE SEEKING

WHEN DO YOU WISH TO ENTER LEWIS
- FALL 19____
- SPRING 19____
- SUMMER 19____

TO SATISFY FED GOV. REQ PLEASE INDICATE RACIAL OR ETHNIC INFORMATION

C ETHNIC/RACIAL BACKGROUND
- ___ Black
- ___ Indian
- ___ Foreign
- ___ Spanish-Surname
- ___ Oriental
- ___ White

D RELIGIOUS PREFERENCE
- ___ CATHOLIC
- ___ PROTESTANT

E MARITAL STATUS
- ___ SINGLE
- ___ MARRIED

F SEX
- ___ FEMALE
- ___ MALE

HIGH SCHOOL FROM WHICH YOU WILL OR HAVE GRADUATED | ENTERED | GRADUATED | G TYPE OF SCHOOL

CITY | STATE

TYPE OF SCHOOL
- ☐ CATHOLIC
- ☐ PUBLIC
- ☐ OTHER PRIVATE

DO YOU WISH TO LIVE IN UNIVERSITY HOUSING?
IF YES. COMPLETE HOUSING APPLICATION ___ YES ___ NO

H WHAT WILL YOU MAJOR IN? (SEE LIST) _____

UNIVERSITIES, COLLEGES & NURSING SCHOOLS ATTENDED

(MOST RECENT FIRST)	DATES ATTENDED FROM MO	FROM YR	TO MO	TO YR	CREDITS EARNED

IF MORE THAN 3, USE AN ADD. SHEET

REACHING THE RE-ENTRY ADULT:

A MODEL FOR OUTREACH AND SERVICE

Carol S. Layne, Coordinator
College Adult Re-entry Services
Jefferson Community College
Louisville, Kentucky

Introduction

Jefferson Community College, located in Louisville, Kentucky, is the largest of the 13 institutions that comprise the University of Kentucky's statewide system of community colleges. As Louisville's only comprehensive public community college, Jefferson provides career-oriented programs (the Associate in Applied Science degree) to prepare students for immediate technical or semi-professional employment; curricula for the first two years of baccalaureate programs; and general educational opportunities to meet the in-service, re-education, and cultural needs of the community. The college is committed to keeping requirements, procedures, and costs for admission to a minimum and assistance to the student at a maximum.

The need for assistance to the student is increased by the college's open admissions policy whereby the opportunity for college-level work is provided, without restrictive admission criteria, along with the opportunity for extensive developmental courses and laboratories for those not ready to achieve academic potential upon entry.

As an inner-city institution, Jefferson has always attracted large numbers of nontraditional students, with adults (25 and older)

educational process) to have access to the information, advising, and support needed to overcome potential barriers in the re-entry process.

3. To provide service for currently enrolled adults through special programs and monitoring in order to enhance their chances for academic success.

Note: Goals 1 and 2 represent 75% of the program's efforts. It was decided that an Outreach program would be more successful if it were not mere recruiting -- if it focused more as a community service which included a full-time Center so that adults referred from Outreach contacts could receive complete and coordinated pre-enrollment counseling. The decision has proved to be positive; the offer of a special service for employees, clients, etc., has opened many doors in the community. In addition, the Center offers a special resource for enrolled adults who need on-going support.

Steps in the Creation of the CARES Center

1. Two faculty members with involvement in the planning and a strong commitment to the project were recommended by the ad hoc committee and were approved by the college administration: a Coordinator (with 9 hours of release time) and an Assistant Coordinator (with 6 hours), who help staff the Center and who conduct the Outreach and service programs.

2. Funding was received from two sources. The institution

provides the major portion (80%) through salaries, the facility, and its maintenance. Title III funds provide the actual operating costs (a total of approximately $12,500 per year).

3. The program's aims were coordinated with all other facets of student services and with faculty, thus establishing a network for referral and avoiding duplication of effort.
4. A request for volunteers from faculty, staff, and student body to aid in staffing the Center resulted in 28-32 volunteer hours per week to supplement the time of the Coordinators. (The faculty and staff feel a commitment to the CARES program due to their involvement in its initiation.)
5. Volunteers are given training sessions, a manual that contains pertinent information, and a CARES Advising Guide for Adult Students that contains questions most frequently asked by potential adult students and appropriate techniques for dealing with real or perceived barriers. In addition, a video tape of a mock interview with an adult enrollee and role playing are included as part of the training. Volunteers receive credit in one of two areas of professional accountability -- student advising or institutional service.
6. An Advisory Committee was set up consisting of twelve members from community businesses, social service agencies, and educational services, and one faculty and one student

representative. This group aids in planning and evaluating Outreach and serves as a link between the school and the community.

7. Special programs and monitoring projects, especially for high risk students, are designed to meet the needs of adults, based on evaluations in the interview sessions and on follow-up. Examples of programs include monthly brown bag support group sessions, and programs on time management, study skills, single parenting, and job searching.
8. An Outreach program was planned and implemented, with 82 off-campus visits and presentations conducted to date.

The Outreach Program

Jefferson's advertising for recruitment is limited to printing course schedules and Continuing Education offerings in the local newspapers; the Outreach program has become a viable substitute. The program was planned in conjunction with the college's mission, using information on student populations, data gathered as various technical programs were established, and available community resource manuals (see below) which helped to identify appropriate contacts for the target populations.

While much of the Outreach activity is directed to the community at large, the following target populations were identified:

1. Women -- particularly displaced homemakers, single parents, welfare mothers, and others in transitional life phases (Women represent 60% of the college population and over 80% of the clients seen in the Center.)

2. Underemployed persons

3. Unemployed persons

4. Minority groups

5. Senior citizens

6. GED recipients

Specific efforts for carrying out the activity include dissemination of the CARES brochure (See Appendix II to this paper), one-to-one presentations to personnel officers or program coordinators, staff or other group presentations, formal speeches, and classes/workshops on the re-entry process. Five categories of Outreach visitation have been established (See Appendix III to this paper for a complete list of off-campus visits.)

Social Service Agencies

Business and Industry

Educational Centers

Business, Civic, Social, Religious and Professional Organizations

Community in General

Social Service Agencies

This category represents a majority of activity and has had especially positive results for several reasons. First, many re-entry adults, particularly women, frequently experience life changes and actively seek help from counseling/service organizations. Secondly, such agencies are highly receptive to information that can increase their networking efforts, and finally, other suggestions for outreach

APPENDIX III

Outreach Visitation/Activities

I. Social Service Agencies

Action Now
Alternatives For Women
Bureau of Social Services (DHR)
Bureau of Vocational Rehabilitation
Community Action Agency
Community Treatment Center
Creative Employment Project for Women
Counsel and Human Service
Displaced Homemakers Centers (3)
Female Offenders Resource Center
Human Development Center
Jewish Family and Vocational Services
Louisville Central Community Center
Options for Women
Senior Community Service Employment Program
Senior House, Inc.
Seven Counties Mental Health Services
Southern Indiana Mental Health and Guidance Center
Spouse Abuse Center
VET Center
Women's Center (YWCA)
Work Incentive Program for Welfare Parents
Youth Job Corps

II. Business and Industry

Brown and Williamson Tobacco Corporation
Census Bureau
Clanton and Company Insurance
Emergency Medical Service
Fischer Packing Company
Greater Louisville Central Labor Council
Humana Corporation
Kentucky Fair and Exposition Center
Kentucky Fried Chicken Incorporated
Local Hospitals (6)
Machinists Local Union
Pepsico, Inc.
Sts. Mary and Elizabeth Hospital
Skillmakers, Inc.
U.S. Fidelity and Guaranty Company

(Appendix III Con't.)

III. Educational Services

Adult Education/Public School System
Adult Learning Centers (6)
Educational Opportunity Centers (2)
GED Centers (8)
The Lincoln Foundation
PTA District Coordinator

IV. Business, Professional, Civic, Social, and Religious Organizations

American Association of Retired Persons
American Business Women's Association
American Society for Training and Development
Business and Professional Women's Club
Church Women United
Churches (2)
Federal Women's Programs (HUD and U.S. Postal Service)
Louisville Personnel Association
Ministerial Associations (1)
National Council of Jewish Women
Newcomers
Older Women's League
Parents Without Partners
Single Parents
Welcome Wagon
Widows and Widowers

V. General (See text of article)

are often obtained. This reciprocal referral arrangement benefits our students who need the services but are unaware of their existence.

Useful in identifying such agencies are the Human Resources Directory, the Human Relations Resource Manual for Women, lists of community centers and senior citizens' groups available from the Chamber of Commerce or city/county government, the telephone directory, and announcements in local newspapers.

Business and Industry

Primarily, businesses with tuition reimbursement plans for employees have been contacted; however, other businesses with large numbers of underemployed and commitment to upward mobility for employees have been responsive even when they lack tuition funds. Planning in this area utilizes lists of employers (by size and category) obtained from the Chamber of Commerce and the Department of Labor and Manpower Services. Consideration is given to the relationship between job activities and the college's programs; contact is geared to those who hire or promote on the basis of courses/programs within our capability. For firms promoting four-year degrees, the fact that Jefferson offers the first two years of study at the lowest tuition rate in the state has been a selling point.

Local hospitals represent the largest response in terms of referrals in this category. Other businesses which have Education/Training Specialists or Employee Counseling Services (in addition to the usual personnel officers) are particularly good targets, as are

places of employment of faculty/staff spouses and students.

Educational Centers

Adult Learning Labs, GED Centers, and educational brokering services such as Educational Opportunity Centers make up most of this category, which is the largest overall in terms of referrals to the Center and is, by comparison, perhaps the easiest to establish. Contact with the public school's Adult Education Office resulted in a presentation to the staff of all Adult Learning Centers (eight) and subsequent on-site visits to all centers. GED Centers run by the public school system are listed in the phone directory; others have been identified through contact with GED testing centers. (Two local hospitals, for instance, provide GED Centers for their employees.)

In addition, CETA training programs, federal programs such as Job Corps and Community Action, and private foundations for the advancement of minority groups have provided valuable contacts.

Business, Civic, Professional, Social, and Religious Organizations

In this area formal speeches are the typical mode of Outreach. Lists of the first four are available from the Chamber of Commerce; in addition, newspaper notices of meetings frequently give names and phone numbers of program chairpersons. Significant among these have been the Louisville Personnel Association, Business and Professional Women's Clubs, American Association of Business Women, Single Parents, Parents Without Partners, Older Women's League, and Widows and Widowers Organization. Most are very receptive to program ideas because the

APPENDIX IV

J.C.C. CARES

Attention Adult Students

COLLEGE ADULT RE-ENTRY SERVICES

If you're an adult whose education has been interrupted by

* job
* marriage
* family responsibilities
* divorce
* military service
* illness or accident ... or

If you're an adult who would like to resume you education to

* improve skills
* gain new skills
* consider a career change
* take courses for enrichment

JCC CARES can help. CARES is a service designed to meet the education, advisory, and support needs of the adult (25 or older) who is considering coming (back) to school. If you would like to discuss the re-entry process or get pre-admissions advising, call JCC CARES, 584-0181, Ext. 345, or come to the CARES Center in the L.V. Building, Room 112 (on Chestnut between First and Second Streets).

APPENDIX IV CONT'D

THE FIRST STEP FOR ADULT STUDENTS

by Carol Layne, Coordinator

The College Adult Re-entry Service (JCC CARES) is a special component of Jefferson's Student Services, designed to meet the needs of adults who are resuming their education. CARES serves as a pre-enrollment center which offers coordinated information on the entry process, referral to appropriate campus resources, and as an on-going support system for adults after enrollment.

The CARES Center was established in 1979 to meet the needs of adults in the community: those over 25 now constitute 53% of the student body. Our service includes the following:

1. A personal interview
   * assessment of individual needs/goals
   * explanation of the enrollment process

     application — ACT/CPP requirements

     advising — orientation

     registration
   * discussion of the college's programs
   * referral to other campus resources

information presented is relevant to their adult membership.

Ministerial Associations and women's church groups have also been contacted. In some cases, these groups were willing to put our notices in their publications. A current project is a mailing to all Federated Women's Clubs, Homemakers groups, and Garden Clubs, lists of which are readily available.

Community at Large

Activities in this category are varied and include cooperation with other units on campus or, in one instance, with other schools.

1. Announcements of the CARES service in all schedules of course offerings. (See Appendix IV to this paper.)
2. Five radio/television interviews have been arranged with the help of the Public Relations Office.
3. A Continuing Education course "College Can Be For You" is offered each semester (See Appendix V to this paper) with cooperation of the CE office and student service components.
4. A "Community Day at Your Community College" offers an information session, classroom visits, campus tours, and a panel of adult students who add their personal perspective to the re-entry process. The program is free and open to the public.
5. A free annual workshop "Thinking of Going Back to School?" is organized by Jefferson and presented in conjunction with two private colleges, the University of Louisville, the state vocational/technical school and the local EOC. The program is

rotated among the various campuses and has been presented three times. (See Appendix VI to this paper.)

6. Three invitations to staff information booths have been received through various outreach contacts -- a Women's Fair sponsored by the YWCA, the National Women's Committee Conference held in Louisville in 1982, and the annual Women's Equality Day celebration.
7. Welcome Wagon and Newcomers include CARES brochures in the informational packets that they distribute to people moving into the metropolitan area.
8. CARES information has been included in newsletters published by various organizations, including Church Women United, the State AFL/CIO, and the Louisville Personnel Association.
9. A current project is the publication of a newspaper supplement to the Courier Journal, which will feature Jefferson and all other postsecondary options for adults.

The typical outreach contact begins with a phone call to a key person in the group, agency, or business. After an introduction of the CARES program and the offer of its service to members or employees, a request for an appointment, not to exceed 30 minutes, is made for the purpose of sharing information and materials. To date only three calls have not resulted in arrangements for outreach presentations and each of these came after discussion revealed that the offer lacked relevancy.

As indicated earlier, the success of the Outreach program can be

2. A support system

   * through the center which is open full-time and is staffed by coordinators and trained faculty/ staff volunteers
   * through programs designed to meet the special needs of adult students
   * through follow-up on students' progress

If you are considering resuming your education after an interruption at any level (high school graduate, high school dropout, some college hours earned, etc.), our service offers help in the first steps of your consideration, whether you are thinking about a two-year or four-year degree program, courses for increasing job skills, or learning for personal enrichment. Typically, re-entry adults wish to discuss not only their educational goals, but their personal concerns about adjusting to the learning environment, brushing up skills necessary for success, and learning to manage the time demands of school, home, job, and family.

Call the CARES Center at 584-0181, Ext. 345, for an appointment. The service is free and is offered without any obligation.

College Can Be For You!

Target Audience: Adults who have never attended college or who are returning to college

Faculty: Carol Layne, Coordinator of College Adult Re-entry Services (CARES)
Carol Lewis, Assistant Coordinator of CARES
Sara McCombs, Reading and Study Skills Specialist
Sherman Bush, Financial Aid Officer
Jeanne Block, Counseling
Phil Ronniger, Counseling

Course Schedule:

March 29	Session one	Learning the Ropes (includes an individual assessment)
April 5	Session two	Managing Time and Money Problems
April 12	Session three	Brushing Up Study Techniques
April 19	Session four	Exploring Career Opportunities
April 26	Session five	Avoiding Traps/Making It Happen

Dates: The course will meet five Mondays: March 29, April 5, 12, 19 and 26 from 12:30 - 2:30.

Place: Room LV 101-F of the LV Building on campus (Located between 1st and Second Streets, Chestnut Street at rear)

Fee: $7.50 covers tuition and all materials. Checks should be made payable to Jefferson Community College.

Register Now: Enrollment is limited to 25. Detach the registration form below and return with check to the office of Continuing Education. Or, call the above office at 584-0181, Ext. 170. If you register by phone, fee will be payable at the beginning of the first session. Our office is located in Room 109 of the LV Building.

Name_____ Social Security No._____

Address_____
(Street and Number) (City and State) (Zip) (Phone)

Mail this form with $7.50 registration fee to:

Office of Continuing Education
Jefferson Community College
Box 1036
Louisville, KY 40201